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# ATHLETIC JOURNAL

Vol. XXVI, No. 3 November, 1945



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Basic Plays From The T

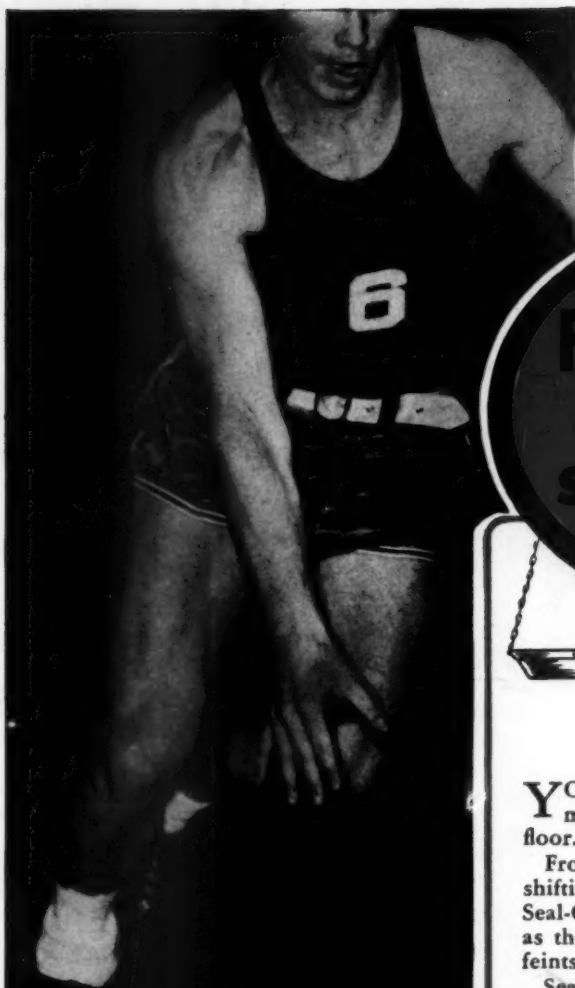
Marty Loftus

Zone Defense

John Lawther

Quick Break Basketball

Lawrence Harrison



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*for* November, 1945

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### FRONT COVER PICTURE

George Mathews (12), Georgia Tech halfback, aided by fine blocking, eludes Phil Colella (29), Notre Dame halfback, to go for a first down during the first half of the Yellow Jacket-Irish game. Notre Dame bowled over the southerners 40 to 7.

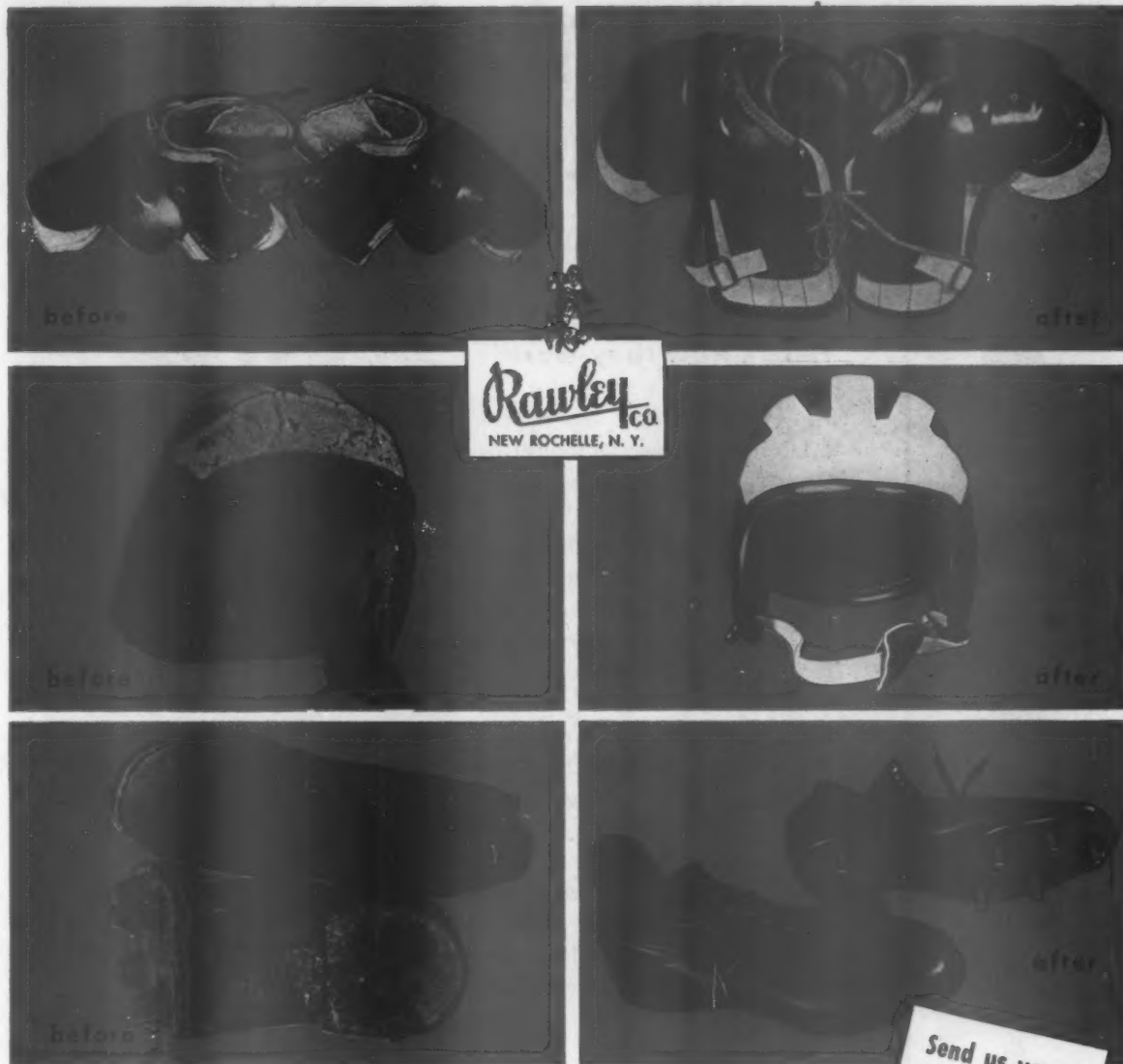
PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.



SUBSCRIPTION PRICES: \$1.50 per year; \$2.00 for two years; \$2.50 for three years; 90 cents for six months; 75 cents for five months; Canada, \$2.00 per year; foreign \$2.00 per year. Single copies, 25 cents. Copyright, 1945, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.



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Fig. 1

**Fig. 2**—The rubber disc has six ratchet teeth on the top side, corresponding to ratchet teeth in the base of the cleat. The teeth in the disc and the teeth in the cleat interlock when cleat is tightened.



Fig. 2

**Fig. 3**—The six teeth projecting from the upper surface of the steel washer are embedded in the rubber disc when cleat is tightened.

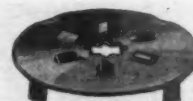


Fig. 3

**Fig. 4**—Showing how corresponding ratchet teeth in the cleat and rubber disc are interlocked when cleat is tightened. Note extra thickness of rubber disc—this is extent of compression when cleat is tightened.



Fig. 4

**Fig. 5**—The cut-away view shows the cleat tightened. The metal teeth in the washer have been locked into the rubber disc. The corresponding teeth in the disc and cleat have been locked by compression. Cleats will absolutely not unscrew in service.



Fig. 5



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# ZONE DEFENSE

By John Lawther

Basketball Coach, Pennsylvania State College

THE types of defense to be discussed stress a disregard of all opponents and a concentration on the ball. *Playing the ball* is the principle of the so-called Penn State zone. Actually, Penn State uses four types of zones and mixes them with man-for-man play. State has a defensive floor leader and an offensive floor leader, and, as the statement implies, the two leadership responsibilities are unlikely to be assigned to one individual. The principles of the State defense are presented in the following paragraphs.

The first principle is basic. It requires every defensive man to concentrate on the ball. The practice drills, as shown in accompanying illustrations, are conducted with seven to ten opponents playing against the five defensive men in order to force this emphasis on playing the ball.

Whenever an offensive player has the ball in any section of the offensive half-court, he is covered by one defensive player. As soon as that offensive player passes the ball, the defensive man pivots on the toe of the foot which permits him to swing so that his eyes never leave the ball. His first step is a long glide with the foot that is not holding the pivot. In other words, the defensive man pivots and shoves off into his new position in such a manner as to permit him to keep his eyes continually on the ball.

This pivot to face the ball should swing the body of the defensive play-

er slightly away from the path of the pass. If he swings only far enough to move parallel to the line of the pass, he will not be completely facing the ball, and his new position will be less effective defensively. On rare occasions a player may follow a pass; for example, he may shuttle from one outside feeder to another nearer the side line on the same side of an imaginary longitudinal mid-line; or he may shuttle a yard or two farther out toward the deep base-line corner when the opponent whom he is covering passes toward the corner for a screened shot. Such chasing along the path of the ball should be discouraged as a general principle. The ball can move faster than the man, and a good ball-handling team will not only make the ball-chaser ineffective but also a weak link in the defense.

The other zone principles tend to be the same as man-for-man principles. The squad is always given as much man-for-man drill as zone drill. When a zone man covers his opponent, however, he has greater freedom to leave his feet in an attempt to block a shot. An opponent's "dribble-around" merely brings the opponent to a team mate set to stop the "dribble-around" maneuver.

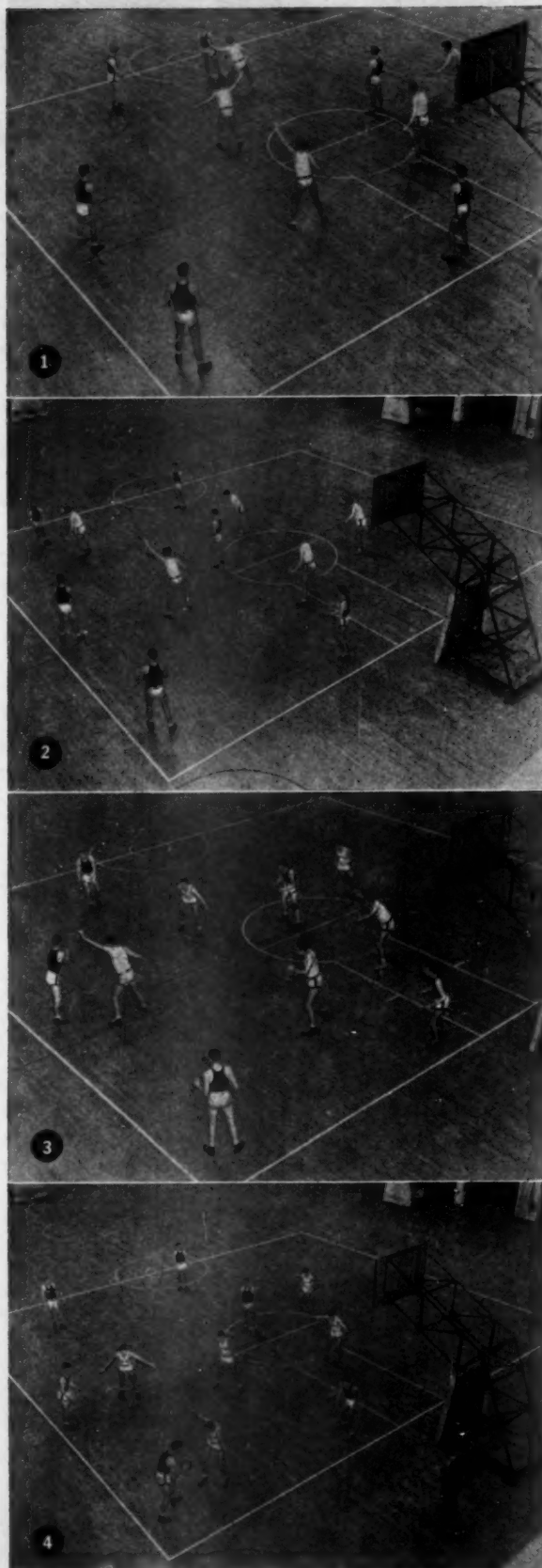
Concentration on the ball and shifting in an attempt to intercept it may be tried all over the court; but the tighter defense occurs when this type of play is employed only in the de-

fensive half of the court. In high-grade basketball, it is advisable to pick up the opponent with the ball at the center line. There are too many accurate long shots in modern basketball to permit complete dependence on a retreated zone.

One should get the concept of basketball defense which is so common to football defense; that is, mixing defenses (1) to meet the opponents varying attack and (2) to confuse opponents in their attempts at selection of an appropriate offense. If the offense is stressing long shots or freezing, a pressing zone is probably indicated. If the offense is stressing a driving game of short shots and rebounding the three-back-two-out zone is probably more effective. If the offense has a great pivot man who stations himself in the free-throw circle, the two-one-two zone is indicated. If the opponents have one "star" on whom they depend for much of their scoring, the four-man zone, with the fifth defensive man playing man-for-man against the "star" opponent, is apt to be successful.

There are all types of mixtures of defenses in use in modern basketball. Switching on all screens against the five-man figure-eight offense will give a defense that can not be distinguished from the so-called zone. Much man-for-man play emphasizes the necessity of defensive men on the far side of the court from the ball fading back





to be ready to switch, to congest the scoring area, or to be in position to help with the rebounds, Man-for-man defenses that retreat toward the defensive basket as soon as a pass is thrown inside their defense, are doing so partly because they hope to get a chance to play the ball regardless of which particular opponent happens to be handling it.

### *The Three-Back-Two-Out Zone*

Illustration 1 shows the three-back-two-out formation when the offense is feeding from the middle of the court. The back three men swing toward whichever forward is out covering.

Illustration 2 shows the formation when the ball is out front and the feeder is covered by the other front-line man. Note that the back-line men swing toward the forward who is out.

Illustration 3 shows the defensive pattern for the pass half-way down the side line. The back-line man on that side of the floor covers the first pass down the side line whether it goes half way or all the way to the corner. Note that the middle man of the back line moves half way toward the corner on this pass down the side line.

Illustration 4 shows the pass from the side man, whom the near guard was covering, to the corner. The middle back-line man has covered the corner offensive man with the ball. The guard, who covered the preceding man in possession of the ball, has pivoted to face the ball and moved over to intercept any pass thrown toward the free-throw circle. The far back-line man has moved to a position equidistant between the free-throw line and the basket. Note the positions of the two front-line men.

Illustration 5 shows the pattern of this defense for a pass from the corner to the near side of the backboard. The far guard has covered the man with the ball, the man previously covering the corner has turned to face the ball, the guard of Illustration 4 who was set to intercept any pass to the free-throw, has moved to a position halfway between the free-throw and the far corner of the backboard.

Illustration 6 shows the slides if the ball has been passed from its position in Illustration 3 to the free-throw circle. The far guard covers the ball, the middle back-line man moves between the free-throw line and the basket, and the guard nearest the camera drops back in position to cover the near base line and corner.

Any other slides become evident if the offense is placed about the floor, the ball rolled slowly, and the defensive man nearest the new receiver and between him and the basket, assigned to cover him. All the hard slides are shown in these pictures except those used to stop dribbling. Illustrations 7, 8, and 9 cover the dribbling problem.

In Illustration 7, the offensive man has dribbled around one forward. The other forward is moving to check the dribbler. Note that the far back-line man has moved toward the basket, the middle back-line man toward the dribbler, and the near back-line man out to protect the side and corner. The forward who was covering but permitted a dribble-by, will fall back toward the far side of the free-throw circle. The rule on the dribble around a front line defensive man is to have the other front-line man and the middle back-line man protect against the





dribbler if he dribbles inside; but the side guard moves to meet the dribbler as soon as he starts a dribble around a front-line man in the side-line direction.

Illustration 8 shows a dribble toward the free throw circle from the side line, in front of the guard covering. The dribble has started from the ball position of Illustration 3. The near front-line man either checks the dribbler or, if that is impossible without fouling, moves with him to protect against a possible shot until the middle back-line man can cover him. In the meantime, the guard who permitted the dribble-by drops back to cover the near base line and corner.

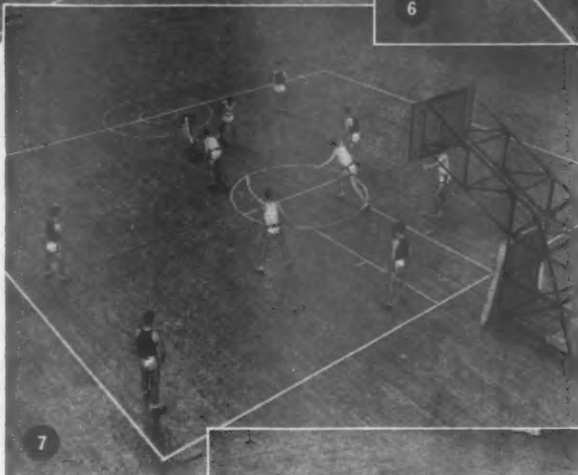
Illustration 9 shows a dribble around the far side of the guard from the basket. The middle back-line man covers the dribbler. The guard who permitted the dribble-by must slide behind the dribbler toward the base line as soon as the middle man picks up the dribbler. Otherwise, the drib-

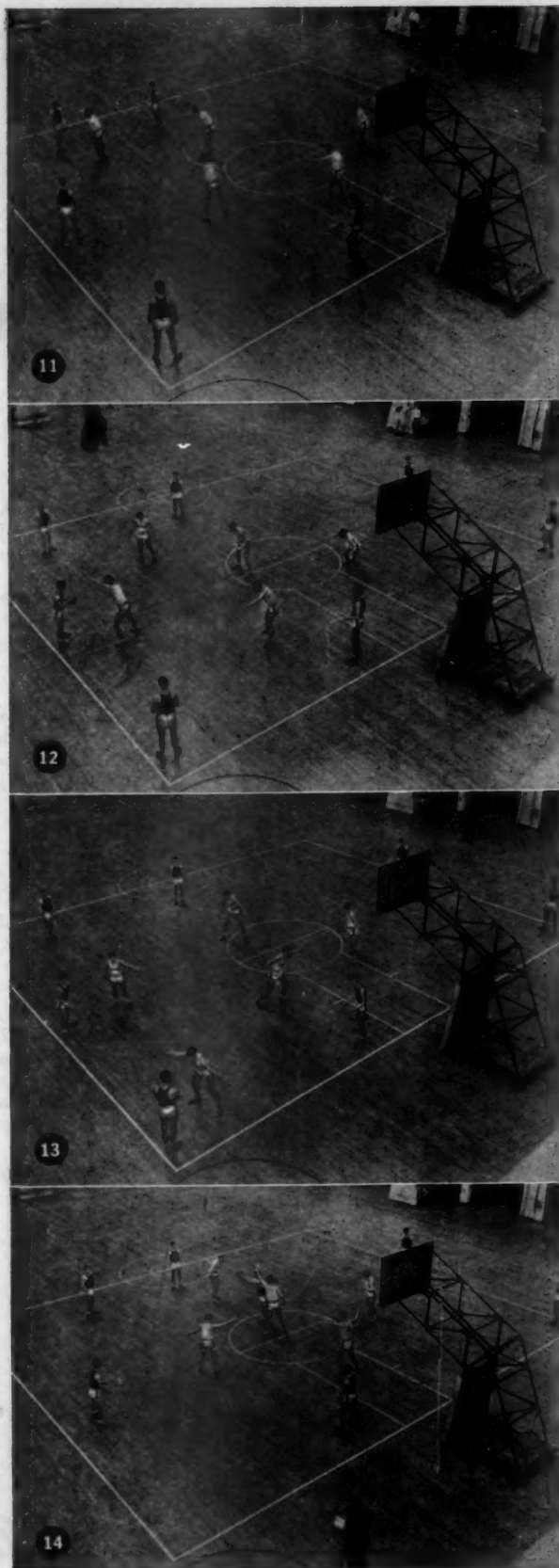
bler will hook-pass back to the corner of the floor for a set-shot.

The defense for the dribbles-around shown in illustrations 7, 8, and 9 will need practice. Occasionally the offensive player at the foul line in Illustration 6 will try a dribble-around. The guard under the basket picks him up, the other two back-line men fall back, and the two front-line men move toward the ends of the foul line to protect against the next pass.

#### *The Three-Out-Two-Back Zone*

Illustration 10 shows the defensive positions of this three-out zone as the ball is in the hands of an opponent out front and near the longitudinal midline. Note that the two guards are somewhat diagonal. On a pass to the free-throw circle, the guard slightly forward is in better position to stop a shot from the free-throw circle. The one to the rear can move in front of the basket and be in position to





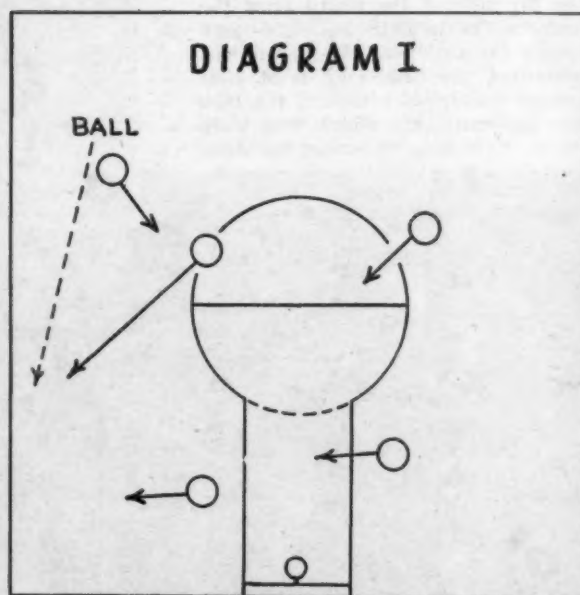
intercept long passes to the corner of the backboard. As soon as the ball moves laterally from its position in Illustration 10, the guards move laterally in the same direction. This means that on all passes in to the free-throw circle from out front, except for this pass in from mid-court, the far guard covers the receiver while the other guard moves under the basket. However, when the ball is out front, center, the diagonal guard position is safest for stopping free-throw circle shots and corner-of-the backboard shots. The middle man out front will stop most passes to the free-throw circle from a ball position such as that of Illustration 11.

Illustration 11 shows the three-out-two-back formation with the ball out front but to the side of the court. The center man might play out more, and the near guard closer to the side line, if the pressing defense is desired. Note that the front-line man on the far side of the court from the ball fades back to help the two guards.

Illustration 12 shows the change in defensive pattern when the ball has been passed from its position in Illustration 11 to the position shown in Illustration 12. Illustration 13 shows defensive positions after a pass from the side-line spot of Illustration 12 to the deep corner. The two defensive guards change position with this offensive maneuver. In other words, the guard out at the side line, covering an opponent with the ball, cuts for the basket when a pass is made to the deep corner behind him. The far side out-front man covers under the basket until the covering defensive man gets there, then moves back out. The purpose of this maneuver is to keep one of the two best rebounders near the basket at all times. Note that the near out-front man has moved in along the side line.

Illustration 14 shows the new defensive position if the ball is passed from the deep-corner position of Illustration 13 out to one of the mid-court feeders, then whipped back in to a receiver in the free-throw circle. Note that the guards have been interchanged in position by the slide of Illustration 13.

The best spot from which to start the attack against





the two-one-two zone is shown in illustration 15. If the big defensive man insists on staying in the free-throw circle, the other four defensive men are forced to make a long rotation around him. Note the length of the slides from the positions in Illustration 15 to positions in Illustration 16. Illustration 16 shows the defensive pattern for the two-one-two zone when the ball is near a side line out front. Illustration 17 shows the next pattern of defense if the ball is passed to the side-line designated from the situation of Illustration 16. The big man in the free-throw circle has moved back somewhat to help protect the area around the basket. If the ball is passed to the near corner of the floor, the big, free-throw man must protect the basket momentarily while the other guard takes the corner. The defensive player cuts back to the basket as soon as the ball leaves the hands of the man he is covering in Illustration 17, on the pass to the offen-



sive player in the deep corner. The other guard (in white) covers the offensive player as he gets the ball.

Cutting a defensive player to the basket when the offensive action occurs, the area under the basket is more adequately protected and the big free-throw line man may move back to his free-throw circle area. As the defensive player cuts for the basket, the near out-front man moves in along the side lines to protect the area vacated by this player.

The two-one-two slide of Diagram 1 is used by some schools. It is less effective against a versatile team unless the playing areas are below standard in width.



#### *The Four-Man Zone*

The four-man zone may be used so that the fifth man can play a high scoring opponent, man-for-man; so that one man can attack down the floor and stay out nearer the offensive basket







to speed up the fast-break; so that the opponent's feeder can be covered from front and rear, making an offensive pivot maneuver result in loss of ball, or held ball.

Illustration 18 shows a four-man zone position with the ball near the center circle. Illustration 19 shows the four-man zone position after a pass to the foul line. Illustration 20 shows the same zone when the ball is passed down a side line. Illustration 21 shows the sliding when the ball moves from the position of Illustration 20 to the deep corner of the floor.

The fifth man is not shown in these four-man zone illustrations. The four men work entirely independently of the fifth man. This four-man unit of play will result in two defensive men playing one offensive man at times when the fifth man is playing man-for-man defense. This double-teaming is highly desirable if the offensive man has been the high scorer of his team.



Illustrations 22 and 23 show two positions in an offensive attack against the zone. The play starts with a faked cross-court pass followed by a pass down the near side line. The side-line man whips the ball to a man who has cut from the far out-front position to the near edge of the free-throw circle. Note that the far side-line man has cut for the basket. Illustration 23 shows the cutter ready to shoot, or pass to one of the two men at opposite corners of the backboard.

Illustration 24 shows a much used offensive pattern for attack on the zone. The far out-front man "free-lances" in the whole open side of the court. The ball is worked in to the pivot man at the edge of the free-throw circle. When he gets the ball, the base-line man cuts for the basket.



Illustration 25 shows a pattern for attack on the zone. The far out-front man "free-lances" in the whole open side of the court. The ball is worked in to the pivot man at the edge of the free-throw circle. When he gets the ball, the base-line man cuts for the basket.

Illustration 25 shows a pattern for attack on the zone.







the zone much used in the East. Two men play along the base line and three feed from a semicircle out front. One base-line man cuts to meet a pass, the other base-line man cuts for the basket, and the two side-line men feeding watch for opportune cuts down the side line. Occasionally, one of the side-line feeders will cut to the free-throw line to receive a pass from out front or from the opposite side.

Illustration 26 shows a formation for attack on zone which permits a lot of movement. When either pivot man at the edge of the free-throw circle gets the ball, the other cuts behind him. The type of zone will determine which side-line man should also cut. For most sliding zones, a cut, toward the basket, by the side-line man farthest from the ball is effective.

Illustration 27 shows a tandem pivot position which permits much fast passing and requires little offensive running. The three men in a longitudinal line down the mid-floor remain relatively stationary while the two side-line men shuttle in and out.

Illustration 28 shows a four-down-one-side attack against the zone. It tends to upset the zone slides and force a team into man-for-man play.

# The Coach Analyzes Hockey

By Charles B. Arthur

Hockey Coach, Dartmouth College

**T**HE object of this article is to call attention, of men in the profession of coaching hockey, to certain observations made by the author, as he has worked at the secondary school, and collegiate level. All of us who are associated in this profession must remember that the coach furnishes the inspiration for the players. Their interest, and appreciation of the game is directly proportional to the quantities exhibited by the coach in their every-day contact with him. Thus, the mentor who lacks a scientific comprehension of the game, and who exhibits no definite love for it, can not expect success in competition against an opposition, sagaciously and zealously directed, provided there is no great discrepancy in the initial ability of the two squads.

Just as in all fields of human relationship and endeavor, we find in coaching hockey a definite time lag, or gap, between the demand for intelligent coaching, and the fulfillment. Scholars, administrators, and coaches are just beginning to sense the beneficial qualities which the game engenders in those who participate un-

der a coach whose comprehension of his opportunities encompasses not only the scientific aspects of the game, but also the human element he is guiding through the building stages of adolescence.

Hockey is one game which requires serious intellectual concentration, and, when correctly coached, the possibilities of expanding the mental capacities of the youngster are greater than those offered in the classroom. The game requires a synthesis of mental and physical activity for excellent play. It is basically scientific, a fact seldom appreciated by an audience that has been educated only to applaud the drawing of blood, and other buffalo antics, encouraged and exploited by promoters for obvious financial considerations.

Too many of us have learned how difficult it is to erase such perversions of correct moral and scientific play from the undeveloped mind of the adolescent, lacking in balance and perspective. Experience proves that the average youngster is incapable of performance surmounting the animal's futile attempt to extricate himself

from the maze invented by the psychologist. When sheer physical excellence cannot attain the desired end, few youngsters analyze their opponent, and adjust their tactics to take advantage of the flaws discerned in the opponent's play.

In this interim period between animal, stimulus-response tactics, and the emergence of an analytical, intelligent player, we find a time span, when the boy is so befuddled by the attempt to establish mental control over his physical actions that he loses all confidence in himself. No hockey coach can classify himself as such, unless he understands the possibilities presented by the game. Nor, can he contribute to the intellectual expansion, and circumspection of the youth he handles, unless he imparts to these boys a clear understanding of the strategy of the game, and the tactics necessary to achieve victory.

The able coach must be a keen student of psychology. Only by knowing how to approach, and to handle each boy personally, can he maintain the squad, or personal morale, at the high

(Continued on page 53)

# California High School Football

By Raleigh H. Holt

Football Coach, Herbert Hoover High School, San Diego

A STUDY of football history reveals that when an offensive formation is developed by a coach, it will, in all probability, succeed for a few years. Then, gradually, a defense will be worked out to stop it.

Out here in Southern California the climate is such that there is little rain until the middle of December. As a result, a wide-open game is played. Many open offensive formations have been in use throughout the years.

At the present, various formations of the T offense are being used in California colleges and high schools. This situation developed as a result of the success of Coach Clark Shaughnessy at Stanford, when his team won the Rose Bowl game against Nebraska several years ago.

Because of the success of the T offense, coaches are spending many hours trying to figure out a defense for this formation. Eventually, it will be stopped. Following are diagrams which illustrate the different variations of the T offense which are now in use on the Pacific Coast.

Diagram 1 shows a balanced line, with the guards and the tackles tight,

and the ends split one and one-half yards.

Diagram 2 shows a balanced line, with the guards ten inches from the center, the tackles one yard from the

a two-point stance in front of the offensive guards. The tackles use a similar stance in front of the ends. The ends are in a similar stance, two yards from their tackles, and facing toward the offensive backfield, with their outside feet back. The guards and tackles use a forearm shiver, when the ball is snapped, in order to keep their opponents from contacting their legs. They watch the quarterback closely, and then slide to meet the play. Hit and slide is the slogan used by these four defensive linemen. The ends play normal. They take two fast steps toward the backfield, and end up with their outside feet back as a brace. Their paths from then on will be in one of three directions, as indicated in Diagram 5.

The three line-backers play back about two yards, and play zone against passes. The two outside line-backers play the hole between defensive tackle and end. The center line-backer plays midway between the two defensive guards. If the offensive team sends out a man-in-motion, the line-backer on that side moves out with the man-in-motion, and drops back about ten yards. The other two line-backers

**R**ALEIGH H. HOLT has been head football and track coach at Herbert Hoover High School, San Diego, for the past three years. His 1943 track and football teams won league championships. Prior to that time, he was head football, basketball and track coach at Central High School, El Centro, Calif. His 1942 football team there won the league championship, as did the 1941 track team. Before coming to California, Mr. Holt coached all three sports for 16 years in Colorado. His 1935 team in Grand Junction finished second in the state play-off, and his 1936 team won the state championship, with 13 victories, and no defeats, gathering a total of 506 points, against none for its opponents.

guards, and the ends one and one-half yards from the tackles.

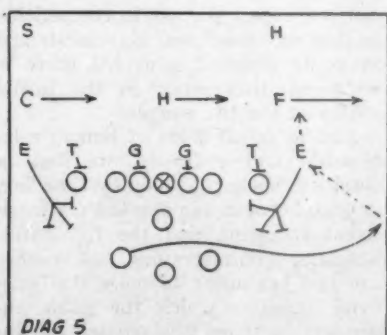
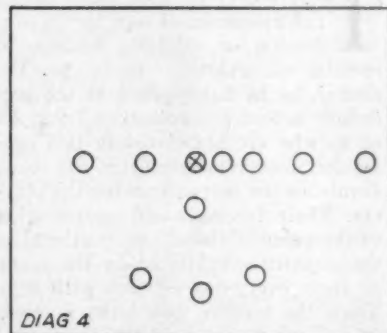
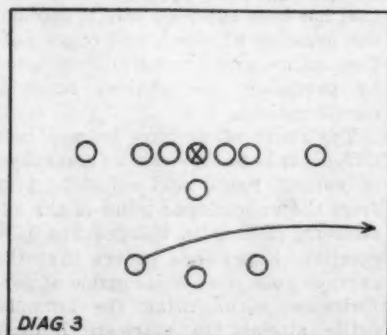
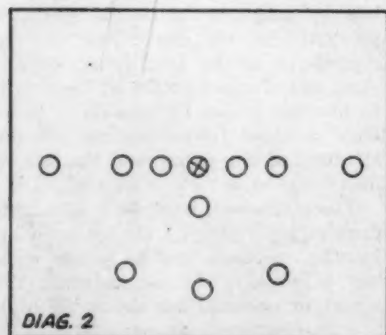
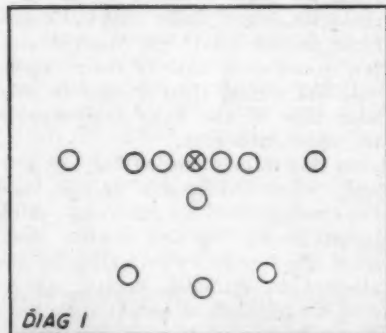
Diagram 3 depicts a balanced line, with the guards and the tackles tight, the ends split away one and one-half yards, and a man-in-motion in the backfield.

Diagram 4 shows an unbalanced line, with the guards tight, and the tackles and the ends split away one and one-half yards.

The writer has seen these four formations of the T offense in action. All of them have been successful. All types of defense have been tried against these formations.

After careful analysis, research, and discussion with many coaches, the writer has reached the conclusion that the types of defense shown in Diagrams 5, 6, and 7, seem to be the most successful.

Diagram 5 illustrates a 6-3-2 defense. The two defensive guards take

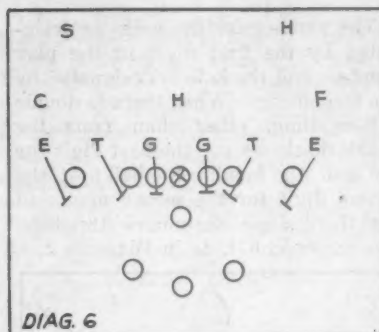


move over, as indicated. If the man-in-motion moves in before the ball is passed, the defensive end on that side moves back, after being warned by his own line-backer. This will tend to prevent being blocked-in by the man-in-motion. The end's path is shown by a dotted line in Diagram 5.

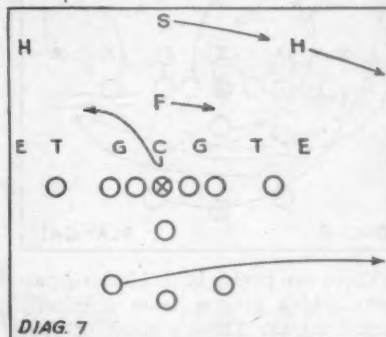
If a passing attack develops from the offensive team, the two defensive tackles should continue their charge into the offensive ends, thus delaying their break down the field. The two deep defensive backs are about ten to twelve yards back of their own ends, and they play zone against passes.

This type of defensive line play works very well, when alternated with a different placement of the men, as indicated in Diagram 6.

In this situation, the defensive tackles station themselves just off the outside shoulders of the offensive tackles. The defensive guards are in front of the offensive guards. The de-



DIAG. 6



DIAG. 7

fensive ends are just outside the offensive ends. The six linemen are down low, in a three-point stance, and they crash hard. Consequently, the responsibility of the two outside line-backers is a little different. They now have to protect the outside territory of the defensive ends who are using crashing tactics. These two different methods of line play in the 6-3-2 defense, when used intelligently, seem to confuse the blocking assignments of the offensive linemen. As a result, this type of defense has proved fairly successful, when used against the T formation.

In some instances, the old reliable 7-1-2-1 defense has been used with success against the T offense, as shown in Diagram 7. In this type of defense, the center hits the offensive center with a stiff-arm charge. If a pass develops, or there is a play to the outside, the center drops back, and acts as a line-backer along with the full-back.

## Basic Plays From The T

By Marty Loftus

Football Coach, Shaw High School, East Cleveland, Ohio

**B**ECAUSE of the highly publicized "magic", thought essential to the operation of the T, many high school coaches have avoided this intriguing formation. Relax, and let yourself go. It is as easy to teach, and to operate as any formation.

There is no question but that it is necessary to have a good boy to handle the quarterback assignment in the T, but a coach also needs a good boy for key positions in all formations. Try a single wing without a good tailback, or a double wing without a good, spinning fullback, and a coach is in the same predicament as a T without a good quarterback.

The problem of fitting personnel to the system is quite difficult, regardless of the formation used, but it is my opinion that a coach can utilize more fully the natural talents of his boys in employing the T formation.

In selecting an offense, a coach must have to answer to several points:

(1) Can I hit straight ahead, or hit both tackles, and sweep both ends? Is my attack distributed, so as to keep

the defense from bunching on me? Am I able to pass, and if necessary, to quick-kick? The answer to all of these is: Yes, if the T is used.

(2) Adjustability to various defenses? One is fairly certain of getting a balanced defense against a T, a fact which makes adjustments to plays much simpler.

(3) Opportunity for deception? Sheer power is not enough, unless one team greatly out-matches another, in which case any offense will work. It is necessary to draw defense men into blocking position, and this can be accomplished quite adequately from the T.

(4) Display of interest on the part of the participant? Boys like to "trick" their opponents on a "boot-legger" or "trap." The element of trickery prevails in the T and its variations, and boys enjoy this aspect of the formation.

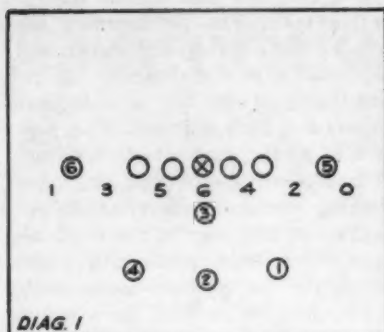
(5) Display of interest on the part of the spectators? Attendance counts considerably, and a well-satisfied spec-

tator will return. The T has such wide publicity that people believe one is a modern up-to-date coach if he uses it. The T has the exciting element of someone in motion, and, in addition, produces many long runs which the spectator likes.

(6) Lessening of wear and tear on the players? If a coach is "three deep" (this has never happened to me), he need not worry about replacements. However, with few men available, lack of replacements become a major problem. The T uses few plays calling for bone-crushing blocking methods, and I have found that injuries are kept to a minimum through use of this formation. Inasmuch as the same plays are run to either side, it is easy to shift men from the right side of the line to the left, and vice versa.

(7) Ease of teaching? In execution, the T is a logical system, simple to teach. It has an interest and appeal second to no other formation, and the boys feel "big league" when using it. A coach can adjust his plays readily to his material, a factor which makes





the T very adaptable as well as easily taught.

Football still consists of blocking and tackling, and to teach a boy that he can run in front of a boy instead of blocking him is to invite disaster during a game. The point I am trying to make is this: A player must, of necessity, block "for keeps"; "brush" blocks are something to read about but not to practice.

Usually, after being taught proper blocks, and working on honest-to-goodness blocks, a boy will execute a block that closely resembles a "brush" block. However, I dread to think of the block he might make, had he been taught to "brush" block at the outset.

I prefer every block to be a shoulder block, with a body block following only after contact with the shoulder has been made. Plays are designed so that blocks can be made as near to the ball-carrier as possible. Thus, a player is able to take a man out with blocks which are not necessarily perfect or "picture" blocks.

A few plays, well-executed, against any type of defense will pay larger dividends than many plays, with missed assignments on the part of one or more boys.

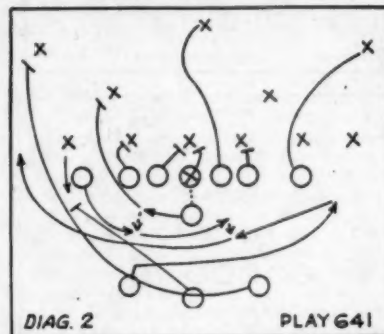
In teaching plays, it is best to avoid naming the defenses a five-, six-, or seven-man line, and to teach principles according to position of defensive men, and to the play called.

There are seven holes to hit, and players are concerned only in blocking the boys on the line of scrimmage—the ones who can bother the play. But, we want a blocker on every boy in the secondary, if possible.

On all plays through the 0, 2, 4 holes, anyone on the line of scrimmage who is to the left of our left tackle can be ignored, and any line-backer beyond our left end can be ignored.

In order that one may follow the plays, we have numbered the backs and the ends, and these numbers are kept wherever these men line up, as shown in Diagram 1.

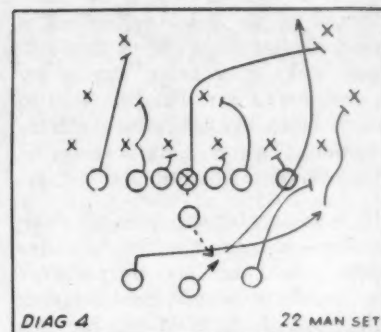
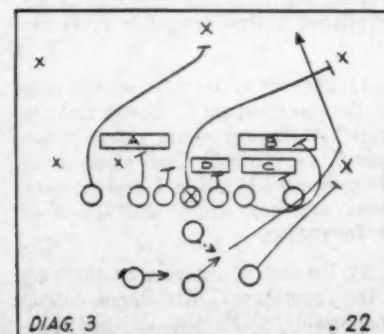
The number for the backs is designated by the first digit in the play number, and the hole is designated by the second digit. When there is double ball-handling, other than from the quarterback, we use the first digit for the man who handles the ball first, the second digit for the second man, and the third digit designates the hole. For example, 641, as in Diagram 2.



There are twelve basic blocking patterns which give a team a greatly varied attack. These consist of four straight plays left, four right, and two counter plays to each side. No attempt will be made to give all twelve patterns, but only the plays possible through the 2 hole, 4 hole, and one counter play, with the changes necessary to meet most defensive set-ups. All plays are run with the left half in normal position, or in motion, or set as a flanker, one yard out and one yard behind his own right end.

The cadence used is *Ready, Set, Hike*—1, 2, 3, 4, 5, 6. The ball is snapped on *hike*, 2 or 4. When the boy is in normal position, the ball is snapped on *hike*; when in motion, on the 2 count. The left half will just clear the right half on the 2 count, if he starts on *hike*. When the left half gets set as a flanker, the ball is snapped on the 4 count.

Diagram 3 shows the variation of plays through the 2 hole. This is the normal alignment, with the line-backers in zones A and B, and the defensive tackle in zone C. The right end



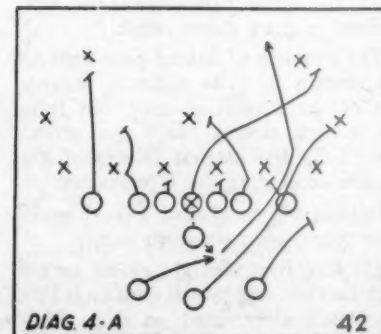
always takes the first boy to his left. The right tackle, if only one line-backer is on his side, takes him, either by pulling or going through, whichever gives the tackle the best position. The right guard takes the boy in zone D. The center and left tackle are responsible for both line-backers in zone A, and the defensive left half, and should carry out their assignments with respect to the line-backer's position. The left end always takes the safety.

When there is an outside line-backer as in Diagram 4, the only change is to run the 22 play, with the left half as a flanker. He gets the outside line-backer. Or, as in Diagram 4A, we run 42 normal, with the fullback, leading, who gets the outside line-backer. The right tackle gets the second line-backer.

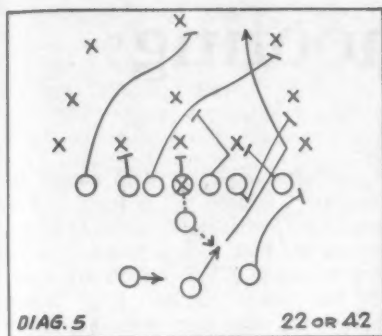
In an alignment in which a man is over center, the center blocks in the line, and usually the defensive right guard is free to go through. This puts a man over left tackle. He blocks, and the left guard goes through, as in Diagram 5.

When there are four line-backers, the assignments are not changed. By using this blocking principle, it is possible to execute plays 22, 42, 32, 62 normally, while 22, 32, 62 can be run with a man in motion, or with the flanker.

If the left tackle is fast, it is possible to use him to run the ball. Count-

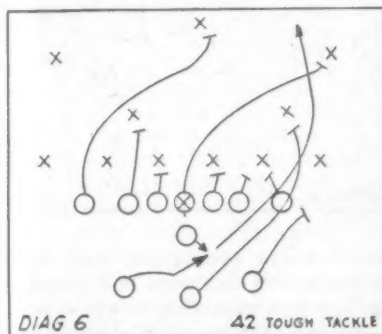






ing up, one finds that there are twelve plays which may be run through this one hole, with very little change in blocking assignments.

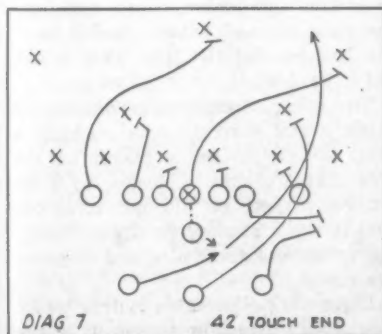
By designation on the play called, it is possible to handle rugged, defensive boys. Diagram 6, "42 tough tackle", means the tackle will be double-teamed, and hence "42" is called from normal, in order to permit the fullback to change blocking assignments with the tackle. "Twenty-two tough tackle", with a flanker,



means the flanker changes assignments with the tackle.

In Diagram 7, "42 tough end" would mean a double-team by tackle and right half, and again the changes are made by the same men.

Another blocking pattern which has been very successful, especially if play



14 has been working, is shown in Diagram 8. Right half must make a good fake, and continue on into the guard, or straight through, if there is no one there to block. This will draw the fullback into good position for the right tackle to block.

The plays through the 4 hole are the "pay-off" plays which produce most of the long runs. The 2, and 0 holes must be hit frequently to keep the 4 hole from closing.

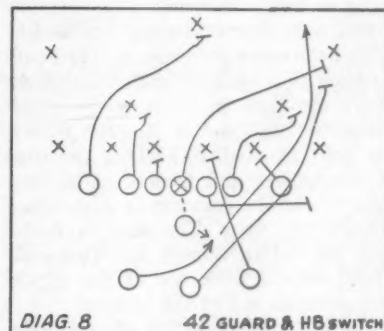
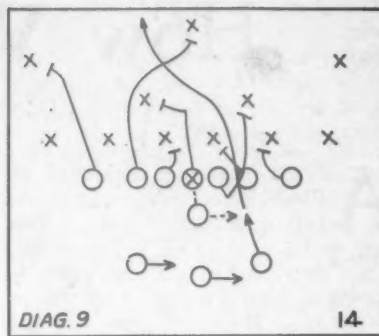


Diagram 9 illustrates a pattern which has been very effective for long runs, and gives a very good position on key men to be blocked. The right tackle must really "put the leather" to the guard; the right guard merely steps back with his right foot, (do not permit him to attempt to pull out, or he will go wide, and be too slow), and goes through the spot the tackle leaves, to drive straight through on the line-backer. The right end steps quickly to his left, and straightens up on the tackle. It is not necessary to move the tackle, but he must be prevented from smashing down the line. The right halfback must scoot between the right hip of the tackle and the body of the guard, as he drives through on the line-backer. Then, when he is clear of the line-backer, he cuts left to use the downfield blockers, and keeps his eye open for the left tackle's block on the safety. If no signal is called by our right tackle, we block in this manner.

When the defensive tackle is in too far for the end to block, our tackle calls "quick" or "straight", and we block as in Diagram 10. When a boy is over center on all plays through the 4, 6, 5 holes, the two guards and center are responsible for the middle line-backer and the boy over center.

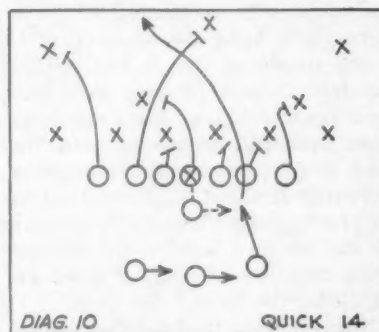
The fullback can hit the 4 hole, and the right half can drive to the outside of the defensive tackle, thus creating a draw on the tackle and the line-backer. This makes the blocks on these men easier.



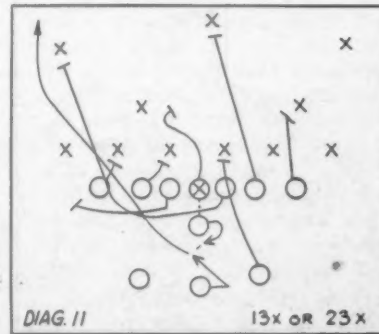
The adjustability of the T to defenses is easy if the defense is balanced, and this can be done only through the use of counter plays.

The counter given in Diagram II starts so as to resemble a 14 or 22 play, and can be carried either by the fullback or by the right halfback.

The counter plays carry an x, to signify cross motion, hence this play is 23x. The fullback feints right; the left half goes right, or he may be in motion, although a back should not be in motion on counter plays only. The



quarterback steps right, and the right half drives into the line on the right, thus creating a very good fake to the right. The center's block, which looks difficult in the diagram, gives the least trouble because of this faking. This same play may be run as 13x, with the fullback and left halfback changing assignments. All other assignments remain unchanged.



# How We Teach Shooting

By Joe W. Davis  
Basketball Coach, Rice Institute

**A**FTER coaching basketball at Clemson College for nine years, I thought that I had an idea how to teach shooting in basketball. I was convinced that a man could be taught to shoot if a coach were willing to put forth the effort, time, and had enough patience. At that time, I was firmly convinced there was only one way to teach a set shot, and that was with two hands.

We worked diligently to improve our shooting from outside. There were only one or two on the squad who were allowed to shoot a one-hand shot. This was only on rare occasions, and it was generally understood that, if a one-handed shot were taken, it had better be made.

After moving to Rice Institute in 1940, and watching "Buster" Brannon's team win two championships in three years, using the one-hand shot, I was convinced that I had missed something. Coach Brannon went into the Navy in 1942, and I was elected to coach basketball for the duration. We went in for the one-hand shot, even more than Brannon did. In contrast to my previous experience, this past year we had but two boys on the playing squad that we allowed to shoot an occasional two-handed, set shot.

Now, I believe that shooting can be taught, especially if it is the one-hand shot. The one-hand shot is much harder to guard. In fact, we do not try to guard it, but we try to make the shooter rush his shot. A defensive man who gets in close enough to block a one-handed shot is certainly easier to pass over, under or around. It is much easier to pass, fake, and break

by a defensive man who is trying to block this shot.

The one-hand shot eliminates one common fault which the two-hand shot has—getting one hand ahead of the other, causing the ball to go to right or left.

Our idea of the correct fundamentals of the one-hand shot are: The ball is taken to a position with two hands above the eyes, in front of the right shoulder. The hand is directly behind the ball. The ball is held on the tips of the fingers and thumb, as in any other shot. The forearm is perpendicular to the floor. The shot is made with the wrist, fingers and forearm. There is very little use of the upper arm muscles and of the biceps.

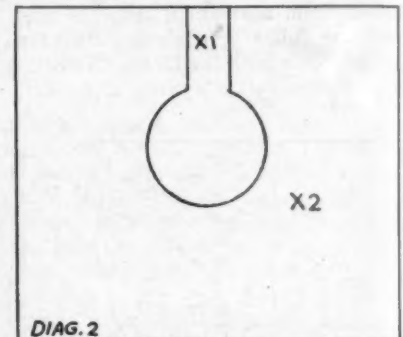
We think the position of the body has a great deal to do with the shot. If the shot is inside fifteen to twenty feet, we like to have the right foot advanced, (if the player is right-handed), the knees slightly bent, and most of the weight on the back foot. We speak of shooting off of the back foot. We stress following through with the hand extended, arm outstretched, and pointing toward the basket.

If the shot is made from outside of the twenty foot area, we still shoot off of the back foot, but footwork is added. We like to have the shooter take a very, very short step with the left foot, go into the air, and land as near to the starting point as possible. We stress that the shooter should land on both feet on the spot from which he takes off. This eliminates jumping into a defensive player. We practice shooting over defensive players' hands.

While at Clemson College, it was understood among the players that if any boy scored twenty or more points in a single game, I would give him a hat. Needless to say, with two-hand shooting, I did not have to buy many hats. I did not make that offer at Rice. I saw at once that the one-handed shooters would be hard on the pocket-book. In the first conference game in 1943, which we won, Bill Tom Closs scored 26 points. It certainly would have been expensive this past year. Bill Henry scored 280 points in twelve conference games.

We spend a great deal of time each practice period on shooting. In early

season especially, the drill shown in Diagram 1 is used. X2 is three to five feet from the basket. He shoots, X1 rebounds the ball, passes to X3, who in turn passes to X2. Two balls are used, and the shooter is kept busy. Since there is not much time in close to shoot under game conditions, we think the shot should be quick but not rushed. Two balls give more shots, and make the boy shoot at about the right speed. X3 is a fine position for the coach. He can observe and correct. The idea is to make the shot clear of the rim. It should hit the net only. As the player begins to hit the basket, allow him to



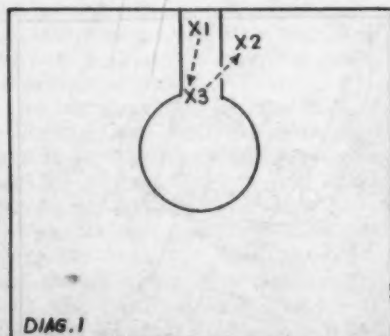
move around the basket, and then move one step backward. It is surprising how fast improvement will come.

We feel that the most common errors in shooting are not looking at the basket, and rushing shots. In speaking of the fundamentals of shooting, you can not leave out, *Look at the basket, and Do not rush your shot!*

We have found that most players who are poor shots do not look at the basket. The Diagram I drill, if the coach is in X3 position, gives the coach an opportunity to remind the shooter to look at the basket, shoot, and keep the eyes focused on the basket until the ball has hit the rim. This is old, but it pays off if you work at it.

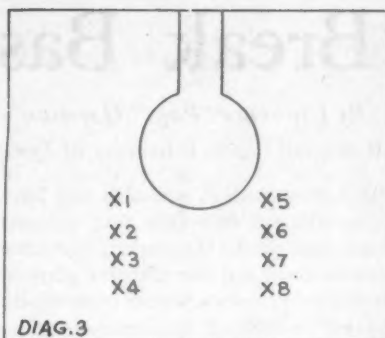
The other common error which we think needs correcting is rushing a shot. We try to sell a player on the idea that if a shot is blocked by a defensive player, he did not have the shot in the first place, or the defensive player made a great play and deserves the credit.

Diagram 2 illustrates a drill which we use all during the season. It is run



by dividing the squad in pairs, and giving the ball to each pair. One player stands on a spot and shoots, while the other player rebounds. Continued practice from a spot gives confidence. One player shoots twenty-five to fifty shots, then changes position with his team mate. The rebound job is a fine place for the coach to work in correcting individual faults.

The game of "21" as we play it, is shown in Diagram 3. X1, 2, 3, and 4 play X5, 6, 7, and 8. The game is started at the same time, on corresponding spots on the floor, and each side has a ball. If a long shot is made, it counts two points. If the shot is missed, but rebounded before hitting



the floor, another try is allowed. This will count one point if made. The running score is called out as each

shot is made. The last shot must be a long shot. The side getting twenty-one points first, wins. If a player makes a bad pass to a team mate, after rebounding, he must retrieve the ball and pass it correctly. Bad passes cost shots at the basket. This game is also practiced from spots on the floor, three to six games each day. If played more often, players lose enthusiasm.

As our practice session continues, we find time to spend a few minutes each day working against a zone. This gives practice in ball handling and shooting against opposition. I have found that these few minutes each day paid real dividends when we ran into an unexpected zone.

## An Offense Against A Zone

By R. J. Beichly

Basketball Coach, University of Akron

IN basketball, as in everything we do either at work or at play, there is no "best way to do the whole job. We simply try to do our best—we play our best game. And, what we do is to play it the way that seems best at game-time. While our team is on the floor, the fortunes of the game often develop a better play than that which we worked on in practice. Sometimes, what the opposition forces us to do, presents a new idea. Each new, better idea is the best—only until a better one comes along.

True, the main objective in every play, offensive or defensive, is quite the same, and it is rather well-fixed. In baseball, a fielder has to get under the ball before it lands in fair territory. In football, the player has to "snag" the "pigskin," or stop the boy who has it, before it touches the ground behind the wrong goal post. And, in basketball, it is up to the player to keep the ball from sinking into the hoop which counts against his team. Essentially, these are the things players try their best to do when they are in the game.

Nor, is it possible, to tell someone just exactly everything to do to achieve the objectives. Players understand most of the things they do by getting the "feel" of things. If any coach does not think this is correct, let him try to write down all the instructions for riding a bicycle, and

see what he can do with the "balancing act" part of it.

The best thing that I can do, in offering a dissertation about how coaches can get their boys to play a better game, boils down precisely to a reporting job on the observations made from games which my teams have played. I could relate what success the boys had, when they played the games as we planned them; how the ideas, which made up our plans, worked out. In reporting just what happens "when" the boys do "what," brings to mind an idea which seems "best" for us at present. Another coach, in trying to make it work for his team, may improve upon it. Naturally, if that turns out to be the case, I would like to hear about it.

The play to be described is the one where we set up our offense, when our opponents play a zone defense. This particular play was picked out be-

cause there seems to be more doubt about it in the minds of high school coaches, who, perhaps, meet the zone defense more often than do college coaches. The calls for help on this type of play have been more frequent than those for most other plays. Probably this is because there is more variation in the size of the playing floors in high school gymnasiums.

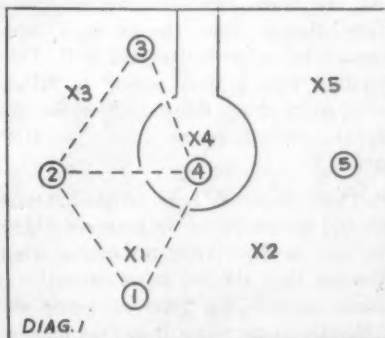
If the front men of the zone are rushing our team in the back court, our boys bring the ball up the floor with three men "figure-eighting." After reaching the front court, they take the position shown in Diagram 1, with O1 having possession of the ball. This represents our set-up of the offensive position at the start of the play. We have a triangle, as indicated by the broken lines in the diagram. We form these triangles, so the boys get open shots. The corners of the triangles are the shooters.

O1 should be the best ball-handler, and a good set-shot, because the defense is going to crowd him. O2 and O5 should be the best set-shots. O3 should be the largest boy, and perhaps the poorest set-shot. O4 should be a clever ball-handler, and faker.

In this set-up, we work on the theory of getting two offensive players against one defensive player. We keep this two-against-one combination working all through the play.

O1 should make his first pass to O2,

(Continued on page 55)





# Quick Break Basketball

By Lawrence "Pops" Harrison

Basketball Coach, University of Iowa

**I**N this day of high-scoring, streamlined basketball, the quick break has become the most popular of all scoring formations. A few years ago, before the mid-court restraining line had been introduced, and when the center ball was still used, after the scoring of each field goal, comparatively few successful teams employed the quick break as their major scoring threat.

Today, those who patronize basketball—the largest following to attend any competitive sport in America—demand thrills from the scoring angle. The boys who play the game enjoy throwing the ball into the basket, and they get their easiest and best chances as a result of the quick break. With these facts in mind, it stands to reason that many coaches have changed to the fast type of game.

There are two distinct ways for the quick break to be employed. First, the straight lane type of break, and secondly, the criss-cross type of break.

Considering the first of these two, or the straight lane quick break, I would like to make it clear that this is

the better method, provided you have boys who are extremely fast. By cutting straight to the basket, less time is consumed and the offensive players, necessarily, have a better opportunity to get in behind the defense, or at least get into position to score, so there are three scorers against two defensive men.

## Three Against Two

The entire theory of the quick break is to get three men against two, or two against one, and then, by proper ball manipulation, an easy scoring opportunity presents itself. Speed in cutting, and a fast transition from defense to offense, determine to a large extent the success or failure of the play. If a coach has tall guards, the quick break may be started on possession from the defensive board. If the guards are not big enough for this type of game, then a coach should play his defense for interceptions, to get possession of the ball, and then get his attack rolling.

As the men cut from the defense to the offense, three men, never any more, should get into the break, as four men cutting, jam the play, and prevent defensive balance in case of a counter attack. Since three men should cut in straight lanes from their respective positions on the court, a coach should cut his speediest men.

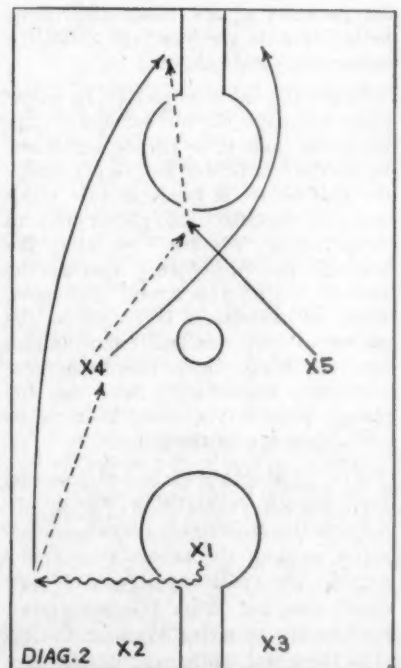
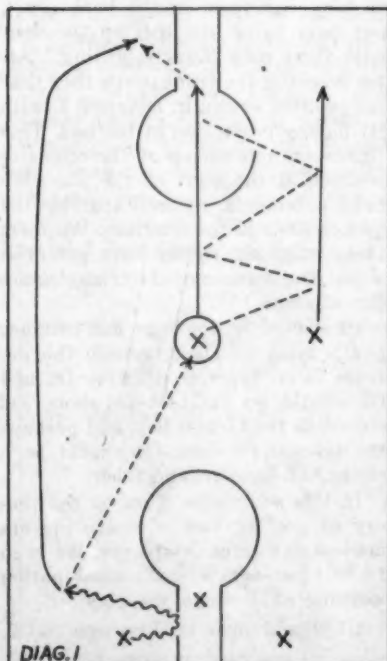
The ball should be passed back and forth between the middle man and the man on one side of the court. This tends to "two-time" any defensive player who may try to stop the play. As the boys approach the offensive free throw line, the middle man should be in control of the ball. This enables him to feed easily to either side, or to shoot, depending on the defensive situation, as shown in Diagram 1.

The criss-cross type of quick break should be employed by teams wishing to use a fast type of game, even though they do not have exceptional team speed. This type of game enables the team using it to free players

for easy shots because of a natural screen resulting from criss-cross cuts toward the goal. In this type of play, a boy should be taught to go behind the player to whom he passes. This game can be employed successfully on short courts, such as those on which many of our high school teams must play. On this type of floor, the screen becomes more successful, and speed less important.

Diagram 2 illustrates a criss-cross type of quick break. One passes to 4, 4 passes to 5, and 5 passes to 1, or back to 4.

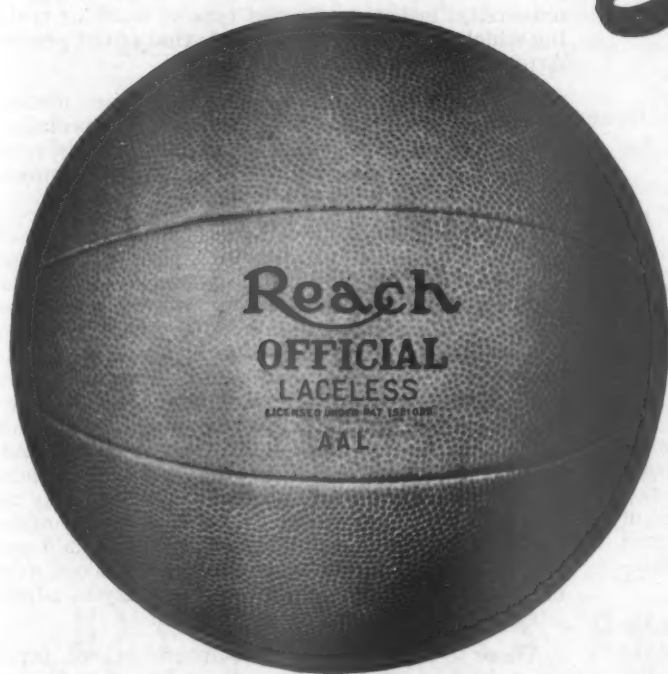
Regardless of which type of fast break a coach employs, he must remember one thing in particular—to drill diligently on this phase of the game, because it must be highly organized to be successful. Too many times the quick break is regarded only as a "hit and miss" proposition. This must not be, if coaches expect it to score for them consistently.







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# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXVI November, 1945 No. 3

Published by  
THE ATHLETIC JOURNAL PUBLISHING CO.

6858 Glenwood Avenue  
Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH  
Founder

JOHN L. GRIFFITH  
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FRANK M. RICHARDSON  
Editor

## A Different Slant On Compulsory Training

*The following suggestions, for a progressive program of educational and military training, are advanced by De Witt A. Portal, and Lloyd C. Winter, who, in civilian life, are assistant professors of physical education, and coaches at San Jose State College. Both are on active duty as lieutenants in the naval reserve, stationed at the Naval Air Technical Training Center, Corpus Christi, Texas.—Editor's Note.*

WITH the stench of Buckenwald still in our nostrils, the vividness of Okinawa stenciled on our memories, and with military strategists and returning veterans urging us never again to permit such degradations, it should be a comparatively simple matter to enact legislation requiring compulsory military training.

But, when time tempers our senses, selfishness replaces sacrifices, and the luxuriousness of the post-war world lulls us again into the smug complacency of the Coolidge administration, it will be difficult to convince the youth of 1965, that only those men are fit to be free, who can fight and win, and maintain their freedom.

Can twelve months' military training regiment him to the urgent necessity of preventing future wars? Can it even prepare him adequately for the super-scientific war which we have been warned, will be swift, conclusive and decisive? Would not a progressive program of educational and military training, during the summer vacation season—extending over a period of years—better educate him to his responsibilities, and, more adequately and efficiently, prepare him for a specialist's war or peace?

Under such a plan, we would be teaching youth in its formative, pliable years rather than waiting until habits and opinions, like concrete, have been poured

and set. If, after a year of compulsory training, a mature person were to revert to habits and opinions of pre-training days, with a strong dislike for anything military, then indeed we would have squandered everyone's time and money.

Under a program of summer-session, military training, there would be many neighborhood, supervised recreational summer play grounds, for youngsters five to ten in which physical fitness and health fitness would be tested, and programs instituted to raise these standards. There would be summer play camps for young people of ten to fourteen years, extending four, six, or eight weeks, and including some military training, some outdoor sports, and some technical skills.

The high school freshman would spend four weeks of his summer training at his local high school, which would be rented and supervised by the military, who in turn, would employ local teachers, when possible and practicable.

The youth's sophomore year would take him a little further from home, possibly to a county school which would specialize in one of many fields of military training. During his junior year, he would spend his summer at a state school, for an ever-increasing specialized training which would be usable in civilian, as well as military life. In his senior year, he could start work, at a large college or university, in the specialized type of work or training which would be comparable to that of our present Army and Navy training centers.

Officer candidate material should be distinguished easily by this time. Advanced, specialized military work, and officer candidate schools could be conducted during college or university summer sessions, should a candidate proceed that far.

Far from dislocating our present educational set-up—as any other compulsory military program would—the institution of the summer-session plan would dove-tail and improve our present educational program. Each school unit could continue to pursue its own policy, as it had done in the past, but its properties, equipment, and facilities would be put to desired use, with financial reimbursement to each city, county, or state. Summer employment for teachers would be possible. Improvement to grounds, buildings, and facilities by the military agencies would enrich our school systems directly. This use of present idle classrooms, laboratories, swimming pools, gymnasiums, and office equipment would save the taxpayer millions, and prevent needless overlapping building cost otherwise necessary to administer a compulsory military program.

There is a place for a year-around school, for in many states, students are allowed to drop out of school at an early age. They could be required to attend a government military summer school until eighteen, and, therefore, they would be under some control, and exposed to education until they have matured. Thus, our educational standards would be raised.

National competition would be possible in athletics, health standards, physical fitness standards, academic skills, and military maneuvers, including mock battles with planes, tanks, ships, and so forth, for advanced groups.



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# Spot Plays And Pinch Baskets

By E. D. Jones

Coach, Maysville, Kentucky, High School

**H**OW many times have you seen this happen? Two basketball teams "tee off" and battle it out nip and tuck for several minutes or, it may be, for more than half of the game. Suddenly, one of the teams scores on a beautifully executed "crip" shot. Seemingly, as a result, the opposing team falls apart and loses its initiative while the scoring team apparently gains confidence and, thereafter, completely dominates the game. Perhaps both outfits had just about reached the breaking point as a result of the grueling action and a basket by either team would have shattered the confidence of the other.

Certainly, during a close contest, there are many spots in which a timely basket appears to turn the tide in favor of the scoring team—a pinch basket—so to speak. A definite psychological angle seems to be involved. At any rate, several coaches within the range of my acquaintance, plan and work on the assumption that such a basket does have a devastating effect on the morale of the opponent. A good spot, these men advocate, is at the beginning of the second quarter, or second half or immediately upon resumption of play following a time-out. Mentors adhering to this belief drill and prepare their teams with one or two well-designed set moves calculated to take advantage of such an opportunity to upset the equilibrium of the opponent. They thoroughly rehearse their squads in a maneuver well balanced with necessary alternatives to meet the different defensive situations which may arise. Although some of

the coaches whom I have in mind are not enthusiastic about very much set "stuff" for their teams, that very fact itself may contribute to the surprise element, so helpful to the effectiveness of such offensive move.

I have drawn up some successful maneuvers which I have seen carried through by other coaches' teams at timely moments. The resulting bas-

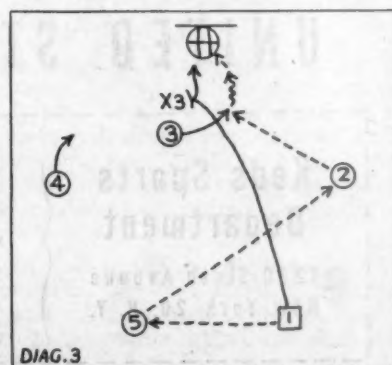
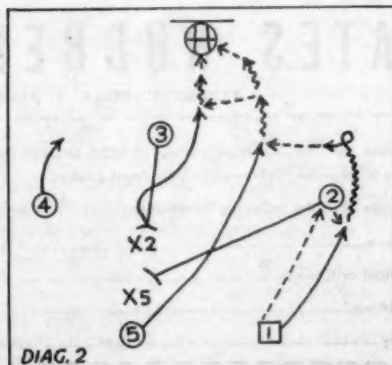
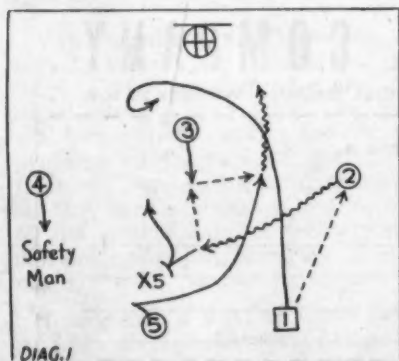
**E. D. JONES**, coach of the Maysville, Ky., High School, has a record of better than seventy-five per cent in games won by his basketball teams during the past seventeen years. He was coach at Kavanaugh High School, Lawrenceburg, Ky., for three years, before coming to Maysville, where his teams have won sixteen or more games each season for twelve consecutive years. Seven Jones' teams have won their way to state tournament. Coach Jones won letters in football, basketball and baseball at Eastern Kentucky State College.

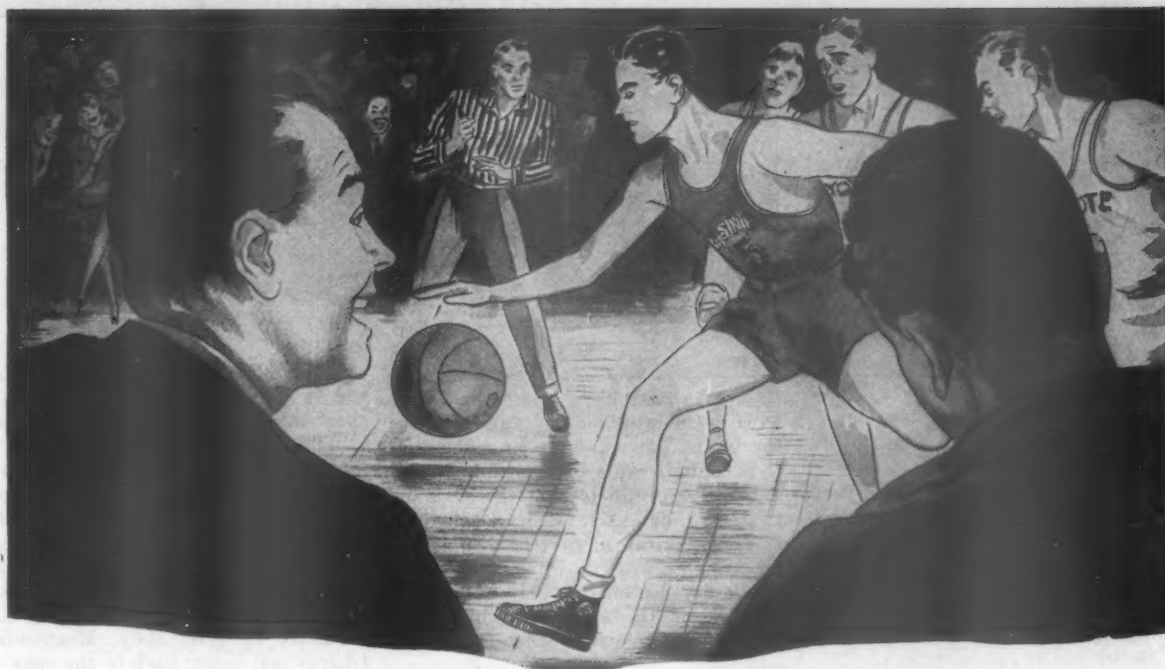
kets seemed to have had direct bearing on the final outcome of the contest. In fact, my own team was the victim in more than one instance. None of the plays is original with me. Through my acquaintance with the various coaches, however, I know that the maneuvers were premeditated and held in reserve for the particular occasion.

The play in Diagram 1 got results for one of the leading college teams in the nation against an outstanding rival in three consecutive games. All three games were close and bitterly fought and in each instance the maneuver took place at the beginning of the second half. An explanation is as

follows: Player 1 passes ball to 2 on the side line and cuts hard toward the hoop. On receiving the ball 2 takes two dribbles toward 5 and then throws the ball in to 3 in the pivot hole. Meanwhile, 5 keeps his defensive man engaged (important) with a faking motion. Simultaneously, as 2 picks up his dribble, 5 cuts close around the outside of the former, thus creating a screen and freeing himself for a pass from the pivot man and a subsequent shot at the basket. If the man guarding 1 lags under the hoop and picks up 5, the ball can be laid over to 1 who is in good shooting position. If 3 is not open for a pass from 2, the ball is flipped to 5 as he drives around the outside. Five then attempts to dribble on in for the shot. Proper timing and execution of this move will result in some excellent scoring opportunities.

Diagrams 2, 3, 4, 5, 6, and 7 illustrate plays the writer saw used in the pinch by high school teams. The simplicity of most of them may have been a determining factor in their success. In Diagram 2, player 1 passes the ball to 2 and moves around the outside where he receives a return flip pass. On giving the ball up to 1, player 2 moves on out to set up a screen for 5. If the defense on the side line does not switch, 1 may be able to dribble on in for a shot but if the defense does switch, as it is likely to do, he lays down a dribble, stops, pivots to the outside and feeds 5 who has knocked his man off on 2. The latter's man cannot switch because the pivot man has moved up in the meantime and created another obstruction. Five now





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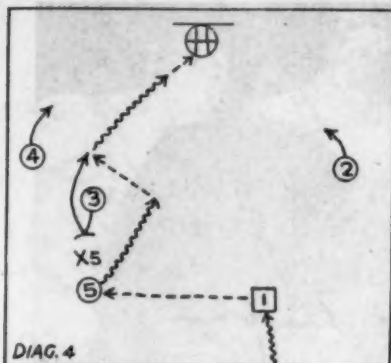
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AJ-1



has the inside position to the ball coming from 1. If 3's man picks up 5, player 3 is in position to turn and go back in for a "crip." But 5 is almost sure to go in open unless the defense is switch-minded.

Diagram 3 illustrates a screen for the pivot man which was successfully carried out by a quarter-finalist in our state tourney a few years ago. Timing again proved a most important factor to the play's success.

Diagram 4 is built around a rear screen set up by the pivot man. Three plays back in a normal position for a few minutes after the game gets under way. Then, unnoticed he assumes a position somewhat farther out away from the basket and behind 5 as 1 is bringing the ball across the middle line. The ball is then passed to 5 who fakes to the left but dribbles to the right and toward the basket. The screen has been set up by 3 and as the defense switches, he romps back to the basket for the pass from 5 and a "crip" shot. If no switch takes place 5, of course, continues his dribble on in to the basket.

Diagram 5 shows a play similar to the one described in Diagram 4 except that the side-line man and a guard team up to carry out the maneuver.

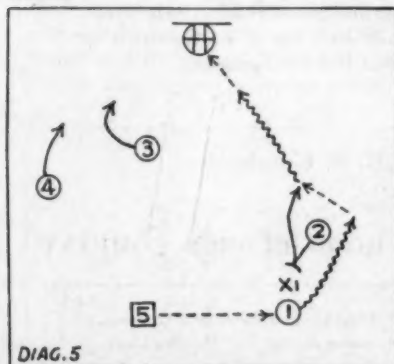
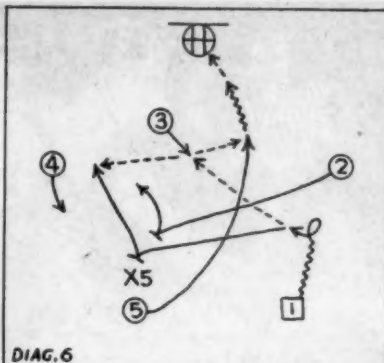
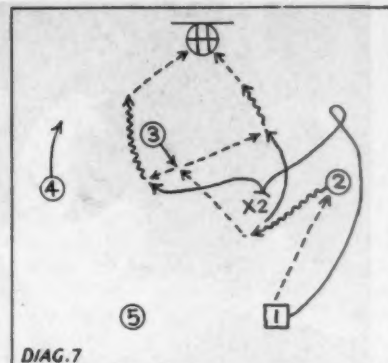


Diagram 6 portrays a moving screen which, if carried out with split-second timing, is difficult to stop. One dribbles over toward 2, pivots and



bounces a pass in to 3 and then cuts hard to the other side of 3 and toward the basket. Two follows him about a step behind, while 5 times his thrust so as to swing in just off the heels of 2. If 5's defensive man is playing loose, 1 will nip him. If he is playing up close, he will run into 2. A switch of the defense on this play is difficult because of the speed at which the players are moving when the jam occurs.

Diagram 7 represents a play which has produced results against several good teams. I gave it to my boys and it brought about the turning point in a game which won a district tournament for us. The play develops slowly



and it seems that 2 should be easily checked. He, however, is the man that usually breaks into the clear. Here is the explanation: One passes to 2 and moves around the outside. Two takes two dribbles toward the center circle. The defense will most likely switch, but that point is immaterial. Two now turns around and sets his sights on the hoop which naturally draws the defensive man up close. Meanwhile, 1 turns and comes back to the rear of 2's man for a screen. Two throws the ball in to 3 and cuts to the outside. He is usually open to be fed by 3. A switch will close up 2, but in that event, 1 will have position for the shot on the other side of 3.

## College Basketball Prospects

### ARKANSAS

Arkansas should present the same team which went to the semi-finals of the N. C. A. A. Tournament in Kansas City last season. George Kok, 6-foot, 10-inch center was highscorer. He should be better, and rate as a candidate for national honors. Captain Ocie Richie, and Big Mike Schumchyk, football end, are returning forwards, with Parson Bill Flynt, and football captain and center, and long-shooting basketball guard, Earl Wheeler, the other two returning veterans. Other returning letter men are Frank Schumchyk, Ken Kearns, and Charles Jolliff. Coach Eugene Lambert has a schedule which should give the team a chance for national recognition.



LAMBERT

Lambert has a schedule which should give the team a chance for national recognition.

### BROWN

Charles A. "Rip" Engle will have to rebuild from the ground up, if he expects to fashion a 1945 Brown basketball team able to equal the record of last season's quintet—the class of

New England. Graduations, and service commissionings leave only three veterans from last year's squad—Grimshaw, Reese and Gates. George "Woodie" Grimshaw, serving his second year as captain of the Bruin "hoopsters", is the only one of this trio who was a regular starter last season.

### ARMY

Winning 29 out of 30 contests over the past two seasons, it would appear



HOLCOMB

as though the Army basketball quintet is "loaded for bear" again this season. Paradoxical as it may seem, Stuart K. Holcomb, the Cadets' new mentor, is faced with as tough an assignment as any coach in the country. Numerically speaking, eight of the first ten veterans who composed last year's powerful squad, have been commissioned in the regular army. Johnny Nance, captain and forward, and big Hal Grossman, a 6-foot, 4-inch center, are the only letter men back.



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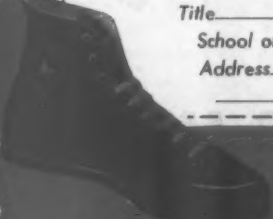
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## BOSTON COLLEGE

Boston College will compete in collegiate basketball circles this coming season for the first time in twenty-one years. The Eagles, coached by Albert McClellan, will play home games at the Boston Garden. Coach McClellan, formerly at Providence College, where his teams won 143 out of 182 games, and at St. Anselms in New Hampshire, where his units established winning records, is hopeful of an initial successful year. He will build his team around such players as Bob Fitzgerald of Our Lady's High, Newton; Phil Kenney, La Salle Academy, Rhode Island; Al Duffy, St. Mary's High, Brookline; Charley Bennett, Portland High, Maine; Tuck Twomey, Stoughton High; Gerry Levinson, Bourne High, and Ed Ferdenzi, Ashland High.



McCLELLAN

## COAST GUARD

The 1945-1946 basketball team of the United States Coast Guard Academy, at New London, will be built around a nucleus of five or six veterans, all of whom are about equal in caliber. These third classmen are Thomas Wetmore, and Robert Duin, forwards; Duane Ross, a center; Thomas Dorsey, Jack Reed, and Frank Gaither, guards. Lieut. N. W. Nitcham is basketball coach.



NITCHAM

## CORNELL

Cornell's Big Red basketball team—and it really is big—promises to be the best on the heights above Cayuga's waters in many seasons. Coach E. B. "Speed" Wilson started practice with five returning letter men, including Irwin Alterson, top scorer in the Eastern Intercollegiate League last year. Bill Matchneer, a high-scoring team-mate of Alterson's, who was lost through a knee injury in midseason, is back also, and this pair, together with the rangy Walter Way, Captain Gordon Harrison, and towering Ed Peterson, who stands 6 feet, 9 inches, provide the nucleus for a formidable quintet.



WILSON

(Continued on page 40)



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# Offensive Tactics of Basketball

By Richard Christensen

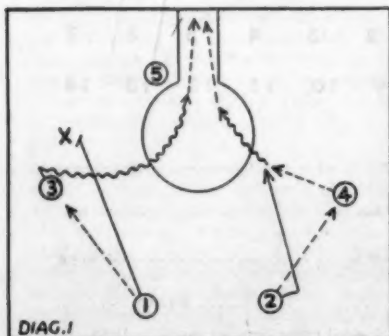
Head Basketball Coach, Richmond Union High School, Richmond, California

**M**ANY basketball systems have been devised to outmaneuver the defensive players. Basketball coaches have their systems of offense, just as football coaches have their single wings, T formations, and others. These offensive systems all have their advantages and weaknesses. They vary according to the coach's preferences, and to the coach's adaptation of his material in relation to size, speed, skill, and experience.

Usually, basketball offenses are built around all five players. Theoretically the offense sets up a continuous series of five-man plays. This five-man, balanced attack is sound. The offense should be balanced so that all players are threats. Despite these five-man tactics, however, all offenses are patterned for one fundamental purpose—to exploit the individual skills and tricks of the players.

In many cases, the actual scoring thrusts are a result either of individual skill, or, more frequently, a result of two-man plays. These are the real keys to offensive basketball. A team of players which understands the use of screens, screen-rolls, the 1-2 pass and cut, the post play, and individual fakes, will obtain ample scoring opportunities from any offensive pattern.

First in the sequence of teaching a basketball offense to a team are fundamentals: accurate shooting is the only way to score points; dribbling, passing, and footwork are equally important. The intermediate step is the development of offensive tactics. The final step is the blending of individual fundamental skills, with the offensive tactics, into a five-man balanced attack.



The second step, the development of offensive tactics is the subject to be discussed in this article. Before considering these offensive tactics, it may be well to set up a simple offensive system, and to point out the relationship of these tactics to the over-all pattern of attack. This sample should clarify the discussion of offensive tactics which follows. All play diagrams are set up from the standard, single-post pattern, as shown in Diagram 1.

Diagram 1 sets up a very common offensive pattern. It is a typical single-post situation. Two different offensive tactics are illustrated—the 1-2 pass and cut, and the inside screen play.

Player 2 uses the old 1-2, as he passes to 4, fakes, and cuts for a return pass from 4. This is probably the oldest play in basketball, but it is as effective as ever. In the other play, 1 and 3 collaborate on a simple inside screen. One passes to 3, and follows his pass, setting up an inside screen on X. Player 3 times his drive around 1's screen, to gain the greatest advantage on X.

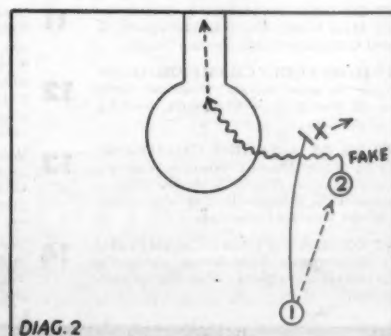
These samples should suffice to illustrate typical two-man tactics. Around these and other offensive tactics, the team offense may be developed. The inside screen may be worked between 2' and 4, or 1 and 2, in the same manner diagrammed between 1 and 3. Likewise, the 1-2 pass and cut may be worked between any pair of players. The post play may be worked with the center, 5, by any of the outside players. Obviously, we have a numerous series of these simple tactics which are the basis of most offenses. A team attack is developed by organizing these optional tactics to give the offense a pattern of circulation or continuity.

Now, to discuss more thoroughly the techniques used in these offensive tricks. It should be pointed out very emphatically that such plays as screens, post plays, etc., will not work without a certain attention to individual detail. Against man-to-man defensive play, the object is to throw the guard off balance by fakes, in order to get maximum advantage from screens or post plays. These are the individual tricks which make great scorers hard to guard.

The inside screen is the key maneuver in most offensive tactics against a man-to-man defense. Many teams and players go through the motions of an inside screen offense, without stopping to analyze the most effective use of this trick. Before a team can become proficient in a really effective screening attack, the individuals must become clever in the use of their screens.

An effective screen involves proper timing and position by both the screening player and the player who is screened. In football, a clever open-field runner will fake in one direction, in order to set up his blocker for a better position on the opposing tackler. Although running blocks are not a part of basketball, a similar situation is inherent in screening plays. Thus, as a player receives a pass, he may fake to his right, throwing his guard off balance in the same direction. This allows the passer to get an advantageous position on the guard. Then, the man with the ball drives to the left off his team mate's screen. This is illustrated in Diagram 2. One passes to 2, and screens. Two fakes to the right. This forces X to shift in the same direction.

One now has the opportunity to set his screen legally, and to allow 2 to dribble clear, into the hole. If 2 does not fake to his right, before driving to the left, X will not be drawn out of position, and he will be able to see through the play. When 2 fakes to the right, not only does he cause X to shift, but he causes X to look to the





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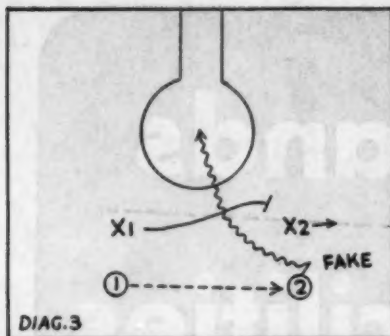
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left, X is trapped because, probably, he is not aware of the screen by 1.

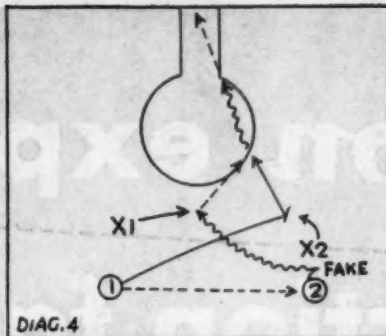
Diagram 3 shows the same technique in the cross-court screen which is used frequently by guards to shake one another loose. One passes to 2, and screens. Two fakes to the right, setting up 1's screen. Then, 2 dribbles hard to the left off 1's screen.

In both screening plays mentioned, technique must be precise. Details make such offensive tricks effective. The fake should be with the whole body. For instance, when 1 fakes to the right, he should slap his right foot down with a vigorous lunge, and fake his dribble with his shoulders, arms, and head. Then, he drives to the left, hard and fast, before X can evade the screen.

The screen-roll is the natural continuation of every screen. Comparatively few players, however, realize the uses of this trick. When a man-to-man, or shifting man-to-man, is encountered, screen-rolls should be used in conjunction with the screens. Against a man-to-man defense which does not shift, screens should shake loose the man with the ball. Against shifting man-to-man defenses, however, the player who sets the screen should be the clear man. Screen-roll offensive tactics are the answer to shifting man-to-man defenses. Once again, the details of position and timing are the important elements in making screen-rolls work. The screen-roll works particularly well between the guards on a cross-court screen.

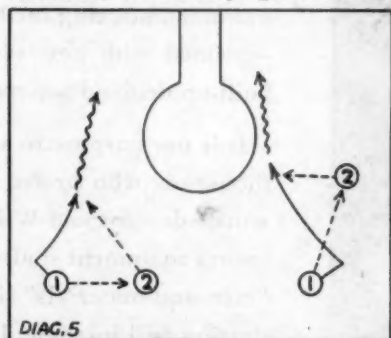
In Diagram 4, 1 passes to 2, and screens. Two fakes, and drives to the left. X1 and X2, however, have shifted to stop the screen play. One now has position on X2, and rolls off the screen. Two flips the ball back to 1.

The details of the screen-roll are important. The fake of 2 serves to overbalance X2 to the same side. One should screen, so that he is inside and nearer the basket than X2. Then as soon as the defensive men shift, he drives for the basket. Two must time his pass, just as 1 breaks clear.



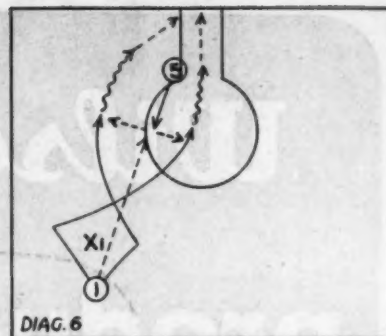
The screening attack should be varied by using simple 1-2 pass plays. These are the oldest offensive tricks in basketball, and still effective. This simplest of plays may be worked between any two players. It is especially effective against defensive players who take their eyes off the man whom they are guarding when he passes to a team mate. Once again, the success of such a play depends on attention to detail. The use of fakes and feints are of prime importance. In Diagram 5, 1 passes in to 2, fakes outside, and drives down the middle for a return pass.

Post play is a big subject in itself. A few play options off the post will be discussed, without trying to consider



the individual techniques of playing the post position. Obviously, there are any number of plays possible off the post, since any player may cut for a pass, once the post player has the ball. Basically, most post plays depend upon an offensive man getting position on his guard so that the guard is screened off, as the offensive man cuts past the post. Fakes, feints and timing are the important details. Driving guards may use the post play to great advantage.

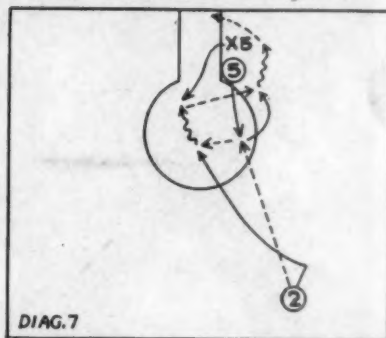
In Diagram 6, guard 1 passes into post player 5 who meets the pass. One fakes to one side, and drives aggressively off the other side of the post. The fake should give 1 an edge on his guard. As shown in Diagram 6, 1 can drive to either side, depending partly upon the hand with which he shoots



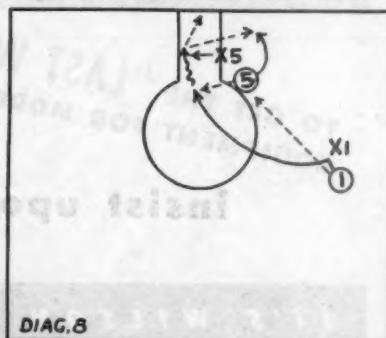
and dribbles the better. On all post plays, the cutter must drive close enough to 5 to block his guard off on the post.

Diagram 7 illustrates the "split" off the post. Two passes into 5, fakes, and cuts past. Five hands the ball back to the cutter. Frequently, however, the man guarding the post player will shift off to stop the cutter. Post player 5 should roll back into the hole, after passing to the cutter. Then if X5 shifts off to stop cutter 2, 2 should slip the ball right back to 5 for the shot.

Diagram 8 illustrates the type of play which forwards may use off the post. The options are the same as on the guard post play. The forward may drive on either side of the post for a



shot. Or, if X5 shifts off on to 1, 1 can slip the ball back to 5 who has rolled into the hole. If forward 1 finds that his guard X1 is merely sliding behind post 5, and picking him up on the other side of the post, he should stop in front of 5 for a short set shot.



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ROY A. CLIFFORD, former acting director of intercollegiate athletics at Western Reserve University, Cleveland, is now serving as a civilian consultant for the Army's service forces in the Pacific area. An outstanding basketball coach for more than twenty years, he is one of seven civilian consultants chosen to organize basketball teams and athletic programs among armies of occupation. . . . Jay Berwanger, All-American football player at the University of Chicago in 1935, has returned to Chicago as a part time coach of intramural football, following his release to inactive duty as a lieutenant commander in the navy.

\*\*\*

COMPULSORY military training, as proposed originally by President Truman, would have a definite effect on intercollegiate athletics, especially if the program were initiated during the coming year. Quality of competition, for a year or so, would be lessened, through a reduction in available personnel, and even over a longer period, if college freshmen were required to establish a year's residence on the campus to obtain eligibility. If the freshman residence rule is not deemed essential in college post-war standards, some of the sting of compulsory training would be eliminated.

\*\*\*

ELIMINATION games in the Class A high school football championship series in Oklahoma, beginning on the weekend of November 30, will be broadcast over a network of twenty stations. The sponsor of the broadcasts will allow each school a definite amount for each game, ranging from \$275 for quarter-final games, up to \$600 for the final game. . . . The Illinois High School Coaches Association does not favor cutting the annual high school basketball tournament to a four-team event, instead of the usual sixteen-game schedule, as advocated by the Illinois principals association.

\*\*\*

THE Kansas State High School Activities Association has gone on record protesting special post-season benefit games for high school basketball and football teams. The principal objection arises from the fact that many of the proposed games would involve post-season games which

(Continued on page 54)



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for NOVEMBER, 1945

# Defense Against The T

By Forrest W. England

Coach, Senior High School, University City, Missouri

**W**HEN coaches gather, the subject of conversation invariably is: "What do you plan for defense when playing against the T?"

Most of this article is concerned with defense against the straight T, because it has had a tremendous growth in the Illinois and in the St. Louis area during the past two years. Of the eight teams we played last season, seven used this offense in whole or in part.

I do not attempt to write as an authority. I know there are too many different ways to "skin a cat," but the ideas presented here are the result of much study and experimentation on the field. My own boys have specialized in the use of the T, without a man in motion, hence I have been afforded a golden opportunity to devise defensive plans. During our last twenty games, the varsity team has held its opponents to four and one-half points per game.

Since deception, one-on-one blocking, backfield speed, and downfield blocking are basic to successful use of the T, it is only reasonable that any successful defensive strategy must seek to nullify those factors.

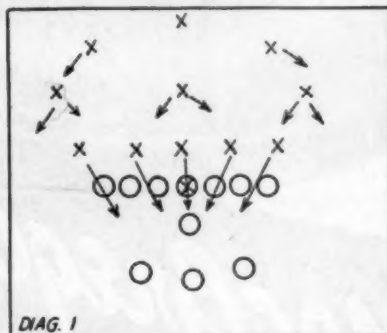
No matter what the offensive and defensive theories of the high school coach may be, he must employ tactics that inculcate sound beginner-use of offensive and defensive charging of linemen. To the young football lineman, aggressiveness, fast, low, hard and vicious must become synonymous in his mental picture of defensive play, as well as on offense.

Now, I admit that you can take university-age or professional players, after they have mastered a fast, low, vicious charge in high school, and teach them to charge higher, hit, wait, or slide toward the play. In my opinion, if young players are taught this type of defensive play, as some coaches ask against the T, the day will not come for these boys when they can qualify for the university change, because they will not have acquired the basic need for an aggressive, fast, low, hard charge. I follow the same reasoning in not asking players to block high, when on the offensive,

even though using the T. I contend that a coach's greenest boy, nine times out of ten, will be his highest blocker. The coach must equip this boy with a fast, low, hard, jolting charge. After the boy has mastered this, a college coach can pull him up successfully to higher charging.

When a hit-and-slide, high type of defensive charge is used, the boy invariably looks for the ball. This is ex-

actly what the T formation wants the defensive players to do—look for the ball. The T is built on deception. In my defense against the T, I ask most of our linemen not to look for the ball. In fact, it would not matter much if they were blindfolded. All middle defensive linemen aim for definite spots in the opponent's backfield. They approach these spots with a fast, low, hard charge, at an angle which I find nullifies greatly the one-on-one blocking for the quick openers. They try to arrive at these spots with shoulders low, legs spread and driving, and arms outstretched, ready to gather in a bundle of their opponent's legs and arms. Usually, the legs and arms gathered in will be those of the quarterback, or the man to whom he had planned to hand off. The success of this style of play depends upon co-ordination of the whole line, and a close understanding of the line's movements by the line-backers and defensive backs, so that they can compensate for the outside attack that opponents are bound to flourish.



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Most everyone is aware that a penetrating charge is merely setting a team up for the offense. Then, what should be done? Should a coach ask

## Team Defense Against the T

I believe in using four different defenses during the course of a game, aside from goal line defenses. These defenses are mixed, and varied from play to play, irrespective of down. Against the T there is no longer any talk about the third down being a passing down, etc. By the same token, I find there are no longer yard lines on the field to hint as to which type of offensive play is likely to be forthcoming. To me, the score of the game, and time remaining to play, are the best indications as to the type of defense to favor.

As the offensive team huddles, our team always lines up in an eight-man line, and forces its opponents to call plays from scrimmage. Then, shifting, at the last second, into a four-, five-, six-, or seven-man line, our boys force their opponents to know their offense regarding several defensive arrangements well enough to execute it properly on a split second's notice. This is difficult to do. Then too, coaches who scout our team are not able to spend all of their time preparing their teams for only one defense.

## Five-Three-Two-One Defense

In the defensive pattern shown in Diagram 1, I ask our three center linemen not to look for the ball-carrier, but to tackle legs and boys in their path, as they strive to reach their basic spots. The two ends also smash in at sharp angles, but are instructed to look. In the five-man line, the end always goes after the quarterback, if he retains the ball after faking a hand-off to the near halfback. The end ignores the possibility of the quarterback attempting to lateral the ball to



118  
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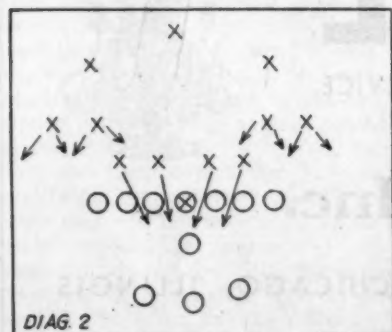
the far-side halfback, swinging around to the outside.

Thus, our end is not faced with an indecision as to whether to go for the quarterback, or to take the quarterback coming around. Much of the T's end run strength rests in an attempt to create indecision on the part of the defensive end. In the angle charge of the lineman, each outside lineman compensates for his mate's slice, by charging into the hole he has left. The three line-backers play much more conservatively, and their greatest responsibility is to stop the wide "stuff" that may get to the outside of the reckless, "suicide" charges of the linemen. In addition, line-backers have a great responsibility — to protect against passes. I ask the outside line-backers to cover the wide man coming around as the lateral outlet, and, of course, for halfbacks to come up fast, if the offensive end on their side is charging in the line or blocking for one of our line-backers. I have found, also, that slicing or angle charging of the five-man line is an excellent pass defense, not only because of more backs to protect, but because the ends are being jammed on each play. I feel the five-man line is as strong a defense against the T as may be devised.

#### Four-Four-Two-One Defense

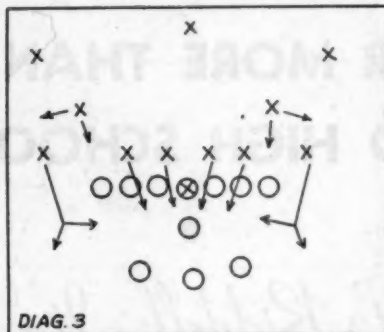
I like the four-four-two-one defense, as shown in Diagram 2. Here again, I keep the principle of the four linemen angling in on their charge. The two inside line-backers may fill the hole around the offensive tackle quickly, making it very tough on the offense's line-backer assignments. With this defense we are in excellent shape to take care of end runs, with the possibility of both strong side line-backers ready to protect the flanks. There are, also, ample backs in good position for pass defense.

As shown in Diagram 3, the angle charge of the four middle linemen is retained. This decreases greatly my



DIAG. 2

fear of the quick openers which aim between the guards, and the guards and tackles. The six-two-two-one is used in two variations. Diagram 3 shows the tackles inside, with line-backers assigned to pay close attention to the hole between the tackles and the ends. Diagram 4 shows tackles wide, with line-backers giving special attention to the hole inside tackles. A bit of unorthodox movement between our tackles and line-backers has caused confusion in our opponent's assignments. At times, while the ball is being snapped, the tackle may move back quickly to the line-backer's spot, and, at the same time, the line-backer will come ripping in where the tackle has left. This maneuvering keeps the offensive tackles and ends trading constantly, and confusing their assignments. In the six-man line, our ends must be much more versatile.



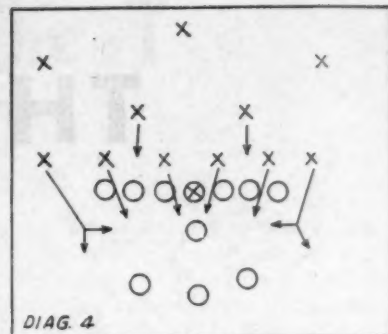
DIAG. 3

If the reader has his September, 1942 issue of the *Athletic Journal* available, he will find an article telling how I instruct ends to play on the six-man line. I have ends set up two and one-half to three yards from tackles, with the inside leg slightly back, and in a three-point stance.

I insist on a fast three-step charge at a forty-five degree angle. The first step is taken with the inside foot. The third step brings the near knee forward. The end should have his near arm and elbow over the inside knee.

The end is low, and in a good position to prevent the fullback blocking him, because there is no desirable blocking surface exposed. By the time the end has taken these three steps, he should have diagnosed the play, regarding its inside or outside threat, and play toward it accordingly. This forces the quarterback to commit himself early in his movement, and aids the line-backers and halves to make the tackle.

Often, the seven-man line is used, as shown in Diagram 5, if scout reports show an opponent does not have



DIAG. 4

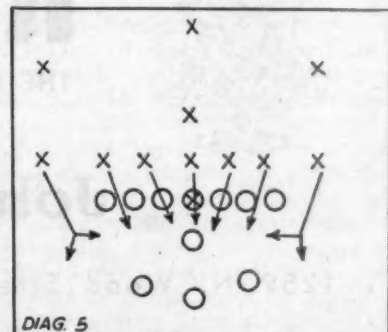
a "hot" passer. Even if a team's passer is good, there is no way to tell when the seven-man line is coming up. I insist on the angle charge in this defense. If the teams are half-way evenly matched, it is almost impossible to run from the T against a seven-man line which angles. Of course, any team using the T should have a good passer.

#### Line-Backers and Halves

As the center comes out over the ball, line-backers and halfbacks must watch him closely. When the defense is in a six-man line, invariably the center will look first toward the line-backer that he is assigned to block. If his initial attention is focused on the defensive center, there is every assurance that the play is going into the left side of the defensive line.

To date, lack of polished check plays by high school teams has been astonishing. In scouting, it is wise to note the type, if check plays are used. If teams have not developed their check play attack, a coach can go "whole hog" on his tips, and have linemen revolve. Almost every quarterback running the T has a lean, dip, or sway which points in the direction he plans to move the ball. Many quarterbacks look in the direction of the back to whom they are going to feed, or fake the ball just before they line up, and start calling signals. Many others under the center do not take the same

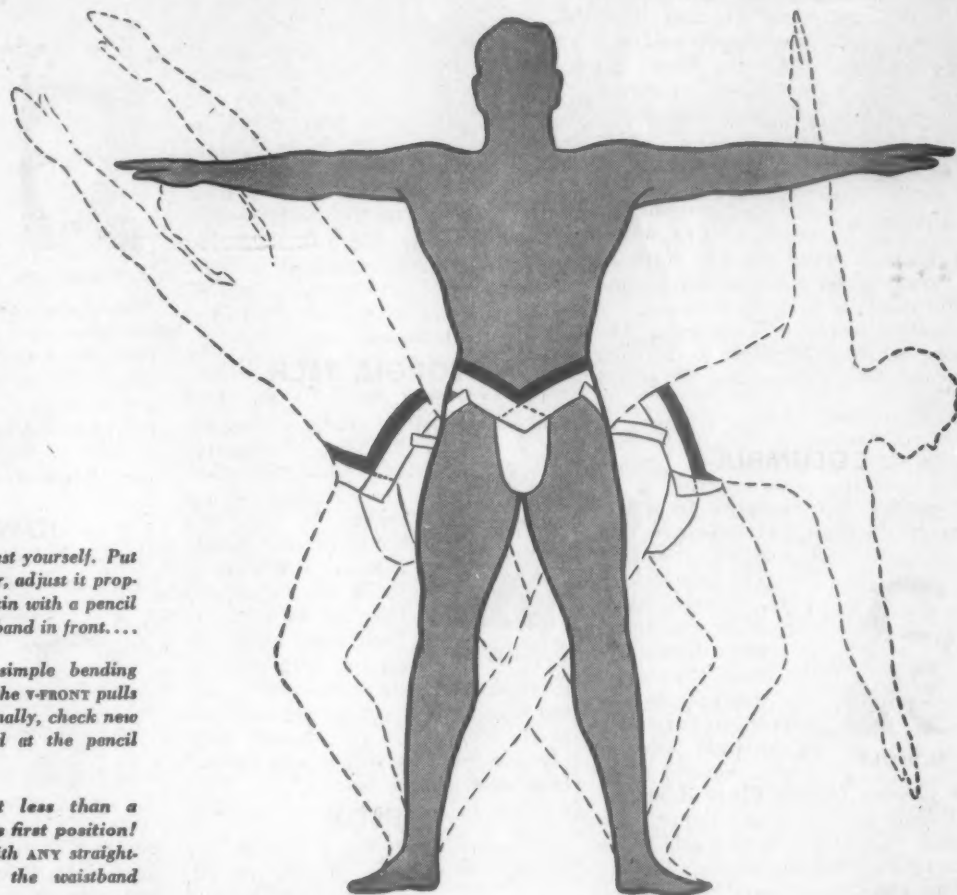
(Continued on page 52)



DIAG. 5

# NO SLIP! NO SAG! NO CHAFE!

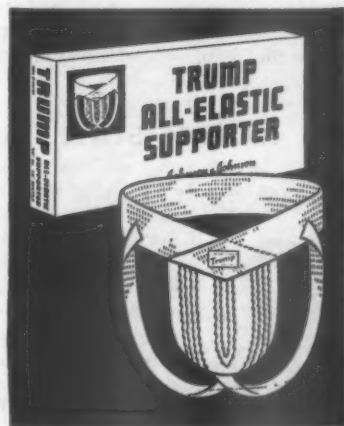
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# College Basketball Prospects

(Continued from page 26)

## COLLEGE OF THE PACIFIC

Coach Kris Kjeldsen's 1946 basketball squad will be built around Stan Reames, last year's center and only hold-over from the fast scoring Tigers a year ago. Thus, an almost entirely new Pacific team will have to move very fast to approach last year's record when the Tigers dropped only five starts in a twenty-three game schedule, and were paced by Stan McWilliams, top basketball scorer in California. The Tigers scored 1175 points to their opponents' 889, during the 1944-1945 season.



KJELSDSEN

## COLUMBIA

Columbia has available, from last year, Herby Poch, Al Gracia, and Tom Woods of the first five. The team's high scorer, Norman Skinner, is in the army, and center, Howie Dodel is in the Navy, but expects to be shipped before the basketball season starts. Several football players, notably Clyde Hampton, and Andy Caruso, expect to play basketball. Columbia will be coached this year by Paul Mooney who has just returned after three years in the navy.



MOONEY

## DETROIT

The University of Detroit's basketball success during the 1945-1946 season will depend, in a large measure, upon new players from high school courts. From the 1944-1945 squad, only center Gene Malinowski, 6 feet, 1 inch; and guards Joe Smith, 5 feet, 9 inches, and Joe Pulte, 6 feet are sure to return. Also returning is Jack Richardson, star of the 1943-1944 team, who has been released from the Navy. Coach Lloyd Brazil continued to play a high-rating schedule during the war years despite a lack of service veterans, and despite man-power losses to the armed forces.



BRAZIL

## DUKE

Pre-season basketball prospects at Duke University are the brightest in several years. Six of the ten men who reached the finals of the Southern Conference tournament last year will return to Coach K. C. "Jerry" Gerrard to bolster the 1945-1946 Blue Devils. Two of these were on the starting five for Duke last year. John Crowder, guard, and Ed Koffenberger, All Southern center, will report for practice at the end of the football season.



GERRARD

## GEORGIA TECH

Coach Dwight Keith, in his third year as basketball coach at Georgia Tech, is confronted with a 20-game schedule, including the best teams in both the Southern and Southeastern Conferences. Much rebuilding will have to be done, if Tech is to finish the season with a 500-average. Last year's team won 11 and lost 6, and was one of the seeded teams at the Conference tournament. Both starting forwards, and guards are lost from last year's team.



KEITH

## ILLINOIS

Illinois will face the 1945-1946 basketball season with virtually an all-freshman line-up, and its prospects will depend entirely upon development of these young players, according to Doug Mills, head basketball coach. Only two of last year's regulars are now on the campus, and the status of neither is certain.



MILLS

## INDIANA

Indiana's "Hurryin' Hoosiers of hardwood fame," who have been slowed down considerably during the manpower-short war years, may come back into their own this season. At least, Coach Harry Good has rounded up some tall freshman prospects. These, plus the



GOOD

return of two pre-war veterans to the team, and the services of eight returning letter men, should enable the Hoosiers to "field" a fast-stepping quintet, much like that in the pre-war years.

## IOWA

Defense of the Big Ten championship will be made in 1945-46 by the University of Iowa, which has a squad composed of four members of the starting team, an All-Conference forward from the 1944 team, five other major letter-winners, and several outstanding freshmen. "Pops" Harrison started drill October 11, for the 18-game schedule which includes Conference contests with Illinois, Indiana, Wisconsin, Minnesota, Purdue and Chicago. Team members returning include Dick Ives, who holds the Conference individual scoring record for a single game.



HARRISON

## IOWA STATE

Iowa State, last year's Big Six Champions, will have but two letter men to build around in defense of its crown. Sam Deal, reserve center, and Bob Peterson, who was a regular starting guard for the first half of the season, before he was called to the service, are the two men to return. Minor letter winners, John Pflum and Bernard Babbitt, are also available. Ralph Welton, transfer from Western Michigan in the navy program, is one of the better looking candidates. Coach L. F. Menze expects to have a small team, with better than average speed.



MENZE

## KANSAS STATE

Four letter men, and two other squadsmen will be available this season for Coach Fritz Knorr's Kansas State basketball team. In addition, he has a promising group of freshmen who are expected to help make the Wildcats a formidable contender for the Big Six championship. Heading the list of the K-State letter men is Jay Payton of Newton, Kansas, an all-Big Six Conference guard last season.



KNORR

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## KANSAS

Kansas has lost four of her starting regulars—Gordon Reynolds, V-12 of Tacoma, second highest scorer of the Big Six Conference; Charlie Moffett, selectee of Peabody, Kansas, third highest scorer in the Big Six Conference; Herbert Heim, V-12 of Leavenworth, Kansas, and Kirk Scott, V-12 of Newton, Kansas—leaving Owen Peck, of Kansas City, Kansas, who became a regular starter late in the season. Dean Corder, V-12 of Welda, Kansas; Gus Daum, V-12 of Topeka, Odd Williams, of Lawrence, Kansas, and Lou Goehring, V-12 of Wichita, were other members of the squad who returned. Promising freshmen, eighteen-year-olds supplement Coach Forrest C. "Phog" Allen's varsity.



ALLEN

## LOUISIANA STATE

Although hit hard by the loss of two first-string guards from last season's squad, basketball prospects around Louisiana State University this fall look fairly bright. With the return of six veterans from last winter's squad, and, hopeful for the return from service of sharpshooting Frank Bryan, All-Southeastern Conference forward in 1942, prospects are much higher than they have been for some time. Coach Harry Rabenhorst, recently returned from a four-year tour of duty in the navy, where he served as lieutenant commander, feels that he can produce a quintet capable of holding its own against S. E. C. foes.



RABENHORST

## MICHIGAN STATE

Michigan State College's first basketball team in two years, developed from a civilian squad typical of war-time athletics, broke several records in registering 10 victories in 17 starts during the 1944-1945 season. It was a squad distinguished by Coach Ben F. Van Alstyne's "iron-man" five. The "iron men" were Nick Hashu of Hammond, Indiana; Sam Fortino of Alma, Michigan; Robin Roberts of Springfield, Illinois; Joe Beyer of Grosse Pointe, Michigan; and Bill Rapchak of Whiting, Indiana.



VAN ALSTYNE

## MARQUETTE

Marquette University's 1945-1946 basketball team went into production in October, with Coach William S. "Bill" Chandler meeting a promising turnout of letter men, including two returned war veterans, navy trainees and flashy freshmen. Coach Chandler has scaled no heights of optimism, but he believes the outlook is fairly good. Cage veterans on the Marquette squad include guards Bill Chandler, Jr., Bob Meyers, and Hank Weisner; centers Larry Engbring, and Bob Rosendahl, and forwards John Millunzi, and Paul Glasener.



CHANDLER

## MISSISSIPPI STATE

Mississippi State's basketball prospects for the 1945-46 season are much brighter than they were a year ago when Coach Dick Hitt's quintet emerged with only four victories to show for the season's effort. However, all other teams in the Southeastern Conference are expected to be stronger, and the Maroons will have to be vastly improved to make an effective showing this year. Coach Hitt, looking ahead to a series of pre-Christmas games, began basketball work-outs November 12. There are six letter-men returning from the 1944-45 team to serve as a nucleus for this year's five.



HITT

## NEVADA

After two years of non-collegiate basketball, the University of Nevada will again go on a full-time basketball program. A new gymnasium, with a seating capacity of 4,000 is now available. A four-team tournament is tentatively planned for December 28-29, as a dedication for the opening of the new basketball court. Three players from last year's lineup will be out for the squad — Bob Durham, Norbett Smolenski, and Bob McClure. Preliminary workouts are being held, and the prospects look good for a fine, representative team. Glenn "Jake" Lawlor, varsity basketball coach in 1942-1943, who has been on a leave of absence for the past two years, has returned to take over the coaching reins.

## NEW YORK

New York University's basketball prospects for 1945-1946 are high. Coach Howard G. Cann, who is starting his twenty-third season as Violet varsity coach, will have nine letter men back from last season. Returning are Captain Frank Mangiapane; sensational Sid Tanenbaum, who tallied 302 points in 1945; Don Forman; Adolph Schayes, 6-foot, 5½-inch in center; Marty Goldstein; Al Most; Howard Sarath; Fred Benanti, and Herb Walsh.



CANN

## NORTH CAROLINA

With four regulars back from last year's Southern championship quintet, North Carolina is expected to have another fine basketball team this winter and, in all probability, a leading contender for State and Conference laurels. The four proven veterans around whom Coach Ben Carnevale is building the new edition, in early drill, are Jim Jordan, 6-foot, 3-inch forward from Chester, Pa.; John Dillon, 6-foot, 2-inch forward from Savannah, Ga.; Bob Paxton, 6-foot 2-inch center from Spokane, Wash., and Don Anderson, 6-foot guard from Ottawa, Ill.



CARNEVALE

## NORTHWESTERN

The 1945 Northwestern University basketball team will be constructed around a small nucleus, but it is the sort of a nucleus which has Wildcat fans optimistic about a winning season. The nucleus which Coach Arthur "Dutch" Lonborg has to work with is 6-foot, 2-inch Max Morris, All-American center, who last year won the Big Ten scoring championship with 189 points in 12 games. Also back is Phil Lofgren of Oak Park, a clever and fast forward. Lofgren, playing his first college basketball last winter, improved steadily, and, near the end of the season, gave indications that he would have a good year in 1945. Behind these two letter



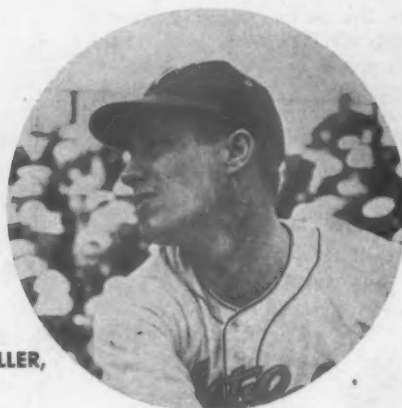
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COMDR. GENE TUNNEY, USNR:



men are five former squad members—four from last season—but the strength of the 1945 quintet seems to come from a promising group of freshmen, most of whom are playing on the Northwestern football team.

## OKLAHOMA

Last year Oklahoma had the smallest college basketball team in America.



**DRAKE**

The starting club averaged 5 feet, 9½ inches. The team was called the "Round-ball Runts." Oklahoma finished in a tie for third in the Big Six Conference, and lost five of its last 6 games. Other teams had too much height, consequently Oklahoma got few rebounds. This year most of the same players are back, and the problem remains the same—lack of height. Jack Landon, sophomore guard last year, was the best player, making the All Big Six team. Harold "Scooter" Hines, 5-foot ½-inch forward, was top scorer. Oklahoma's team set a Big Six record in a game against Kansas State, January 4, 1945, when it hit seventeen free throws in a row. Bruce Drake is head basketball coach at Oklahoma.

## OREGON

The University of Oregon basketball team will resume its pre-war travel program this season, appearing in Chicago Stadium, in the De Paul Invitational Tournament on December 12, 14 and 15, and in New York's Madison Square Garden against Long Island on December 19.



**HOBSON**

Several other games may be played enroute. In 1941, Oregon set a new college travel record, appearing all the way from New York to Honolulu. Coach Hobson is a firm believer in air travel, and may fly the Ducks across the country this year. Coach Hobson, secretary of the National Basketball Coaches Association, returned recently from a basketball assignment with the army in Italy. Prospects at Oregon look good on paper. Ten letter men from last year's Conference championship team are back.

## OREGON STATE

Oregon State College, nearly always a top contender in the northern division basketball league, should have a strong team this winter. Seven letter men will be back from the team which lost a chance for the championship in the final game of the season last year. They are



**GILL**

Captain Bernie McGrath, guard; George Sertic, forward; and Jack Simms, guard, all two-year letter men; Ephrem "Red" Rocha, center; John Moore, guard; Ted Henningsen, forward, and Dick Strait, forward, all one-year letter winners. Amory T. Gill is head basketball coach.

## PENNSYLVANIA

The University of Pennsylvania will start its 1945-1946 basketball season under a new coach, Robert E. Dougherty, seventh coach since the sport received formal recognition by university athletic authorities. Dougherty succeeds Donald Kellett. Coach Dougherty faces a difficult task to develop a team to defend the eastern intercollegiate championship won last year. Not one member of the starting five is available this year.



**DOUGHERTY**

## PENN STATE

Penn State's basketball outlook for the 1945-1946 season is no better, or no worse than it has been for the past three war-years. In some respects, it is better, although Coach John Lawther is reluctant to talk too much about it. The Nittany Lion mentor, exponent of the sliding zone defense, hopes there will be some pre-war talent on this year's squad.



**LAWTHER**

## RICE INSTITUTE

Rice Institute appears to be in the rebuilding stage for the coming basketball season, after either winning or tying for the Southwest Conference championship in five of the last six years. Byron "Buster" Brannon, who coached the Owl champions in 1940, and 1942, before entering the Navy, is expected to return



**DAVIS**

to the helm, relieving Joe Davis, whose teams tied for the conference title in 1943, and 1944, and won it outright with a record-breaking season of 20 wins against one defeat in 1945. Not a single letter man returns to the Owls for the 1946 season, but some likely looking freshmen, and some naval trainees of promise, make the outlook fair. Leading the freshmen are Bill Tom of Dallas, a 6-foot, 7-inch boy, and Billy Joe Steakley, a lanky, 6-footer, who made over 460 points for Milby High of Houston last season. D. W. Scharlach, from Indiana, heads the navy trainees.

## ROCHESTER

A 16-game schedule, which will be highlighted by engagements with Colgate, Cornell, Syracuse, and New York University has been announced for the University of Rochester's 1945-1946 basketball season by Louis A. Alexander, coach and director of athletics. Only two regular players from last season's squad are on hand—Clarence Hutchins, captain and forward, and Bob Freed, 6-foot, 2-inch center. Three reserve players from last year also are expected to report for practice.



**ALEXANDER**

## SOUTHERN CALIFORNIA

Coach Justin (Sam) Barry, back on the University of Southern California campus after a three-year tour of duty in the navy, faces the 1945 basketball season with a promising, but largely untried, group of basketball players. Bright light among the returning veterans is lanky Jack Nichols, the 6-foot 6-inch center from Everett, Wash., only player in Pacific Coast Conference history to make both the All-Southern and All-Northern Pacific Coast Conference teams. Nichols originally enrolled at the University of Washington, but when marine authorities transferred the tall sharp-shooter, Nichols repeated as all-coast center at Troy. Another returning letter winner who should help Coach Barry is



**BARRY**

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Everyday peacetime life after the war will demand of our citizens the best that they can give. For efficiency, self control, mental balance, alertness, endurance and strength to face the daily routine with confidence and success, we must find a nation-wide substitute for the rugged activities that characterized the everyday lives of our forefathers.

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include the development of additional stadiums, gymnasiums and playing fields.

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Bob Webster, a star pitcher on the baseball squad, who was one of SC's highest scorers at forward in the last of the '45 season. Among the newcomers, most highly touted is Bob Kloppenburg, sensation of local high school circles when he performed for Marshall last year.

## SOUTHERN METHODIST

Four of the six letter men on last year's Southern Methodist University basketball team are no longer in school, but prospects are bright for a team that may win at least half of its games. Burt Rollings, one of the best guards in the Southwest Conference last year, and Harry



BACCUS

Teal, elongated center from San Antonio are the two vets expected to be on the team. Three letter men from previous campaigns, due to report for practice in November, are Bryan Lloyd, Scott Ernest, and Don Brown. Three or four outstanding Texas high school basketball players, and a few reserves from last year will complete the team. Coach Whitey Baccus recently received his discharge from the navy.

## SYRACUSE

Coach Lewis P. "Lew" Andreas of Syracuse University has four players returning from the last season's squad. There are: John Ludka, 6-foot, 10-inch center; Oliver Renzi, and Angelo Aocella, forwards, and Lewis Spicer, guard. Also returning is William Gabor, star forward in 1942, who has been in the armed forces. Promising newcomers are Royce Newell, 6-foot, 8-inch center; Edward Stockel, forward; Michael Stark, guard, and Lawrence Crandall. Coach Andreas, starting his twenty-first year as basketball mentor, expects the 1945-46 quintet to be an improvement over last season's team. Syracuse will play its longest basketball schedule in history—26 games.

## TEXAS

Back on the "boards," after a three-season absence, will be Coach Jack Stuart Gray, an All-American forward for the Longhorns in 1935, and head coach since 1937. Coach Gray

has been on leave of absence with the navy. As part of his navy tour he coached the Corpus Christi N. A. S. Comets through an undefeated season in 1943. He inherits the remnants of a mediocre 1945 team which won five, and lost seven in the Southwest Conference. Guard Don Wooten, one of the Conference's high scorers, and center Bob Cleary, an able but frail navy trainee, should be helpful. Coach Gray will find one of his Corpus Christi Comets bidding for a berth—Al Madsen, Wisconsin schoolboy, who headed for Texas U., as soon as he drew his discharge. Several other college players are said to be among the navy trainees now on the campus.

## TENNESSEE

John Mauer, head basketball coach of the University of Tennessee, currently has only three



MAUER

letter men from last year's starting basketball team. They are Captain "Mule" O'Shields, guard; Dan Thomas, center, and Joe Gasparovic, guard. Irv Barnett, alternate center, and a letterman, also is in the "fold," which may mean that Thomas will be shifted to forward.

## TEMPLE

Temple University, conqueror of the Oklahoma Aggies, winner of the national championship



CODY

ship in 1944-1945, and other standout collegiate quintets, will have virtually the same team during the coming season. The Owls, coached by Josh Cody for the fourth year, will be tall, averaging about 6 feet, 2 inches. Returning to action will be Dave Fox, brilliant guard, who left the team in mid-season last year (when he left, the defense of the Owls cracked wide open in one or two games); Jack Hewson, 6-foot, 6-inch leading scorer of last year's five; Jimmy Joyce, 6-foot, 3-inch veteran; Bill Budd, 6-foot, 6-inch senior, and a regular for the past two seasons, and Jerry Rullo, playmaker last year.

## TULANE

Tulane will start its basketball from scratch this season. Cliff Wells, who for twenty-three years was at the Logansport, Indiana High School, where he was known as the "Dean of Indiana high school basketball coaches," is the new coach. Only one letter man will return for the coming cage season. He is elongated, Donald Duncan who was the Green Wave's high scorer last season. Others who will make up the team include two freshmen—Bill Cox, 5-foot, 9-inch forward, who came from Logansport with his former high school coach, and Bill Jacobs of Homestead, Florida. Several footballers may transfer to the "hardwood" including David Rideout of Henderson, Kentucky.

## U. C. L. A.

Blessed with five returning letter men from last year's Pacific Coast



JOHNS

Conference Southern Division championship team. Coach Wilbur Johns is fast molding together a basketball team which looks as if it may be a sure-fire "blue ribbon" quintet. Heading the list of returnees are two-year letter men in Hal Michaels, forward, and rangy Dick Hough, center. Both were named on the second All-Coast five last year, and they are apt to merit first team honors by February 1946.

## UTAH

The University of Utah's basketball team for 1945-1946 will be a combination of returning veterans and youngsters. Only one



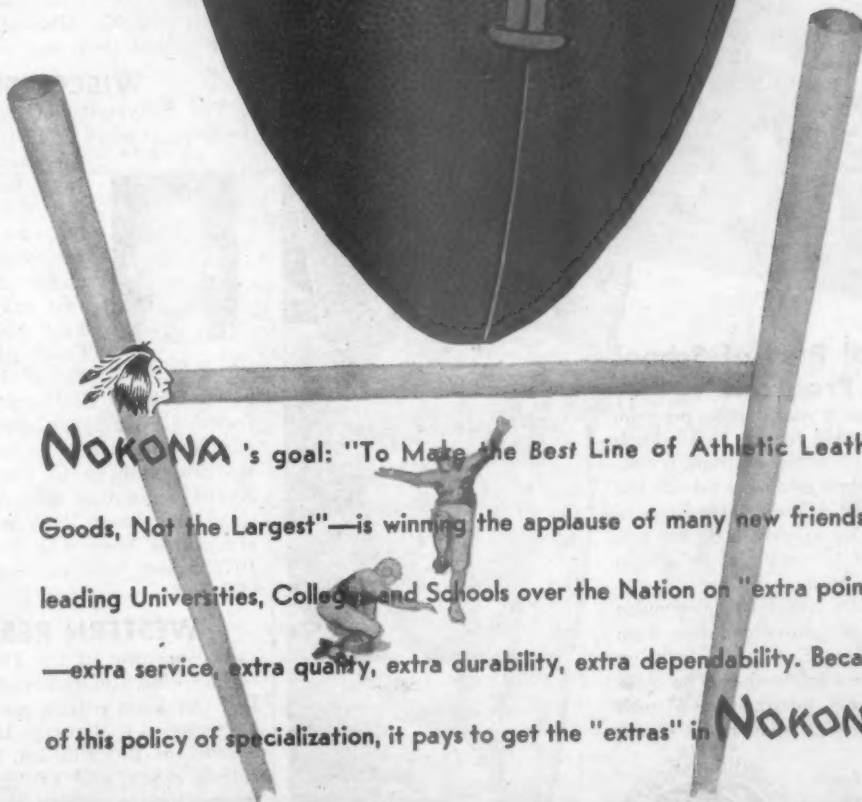
PETERSON

of the 1944 Intercollegiate Champs will be back—Fred J. Sheffield, who has been either intercollegiate high jump champion or runner-up for the past three years. Other veterans, both of Ute basketball and of World War



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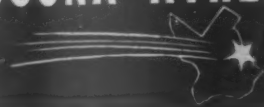
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NOCONA, TEXAS



II, will be Nick Watts, a speed demon extraordinary and Mel "Rubber-legs" Atkinson. Three members of last year's squad, and six or seven freshmen make up the rest of the early season selection of a tentative first string squad, which may be augmented by one additional returning veteran. Coach Vadal Peterson, Utah's basketball mentor for several years, is not too optimistic, as his team will lack height.

## WASHINGTON STATE

With thirty men on hand at the initial practice session, veteran Coach Jack Friel, beginning his eighteenth year as Washington State mentor, is not a bit displeased over what the future has in store for him, and his "dark horse" basketballers. And, with the strong possibility of having two All-American cagers in the 1945-1946 lineup, he has little reason to



FRIEL

feel downhearted. Already on hand for practice drills is 6-foot, 8-inch, Vince Hanson, the Cougars' All-American center last season, who "racked" up 592 points in 37 games, to lead the collegians in scoring.

## WILLIAM AND MARY

The William and Mary basketball season for 1945-1946 can be summed up in the one word, "uncertain." There will be two regulars on hand—Stan Magdziak, and Chet Maciewicz. Coach S. B. "Frosty" Holt will have promising youngsters to bolster the two veterans in



HOLT

(Suds) Sudkamp, 6-foot, 7-inch dead-ly, accurate shot from Champaign, Illinois, who, along with Garfield Salyers, Richmond, and Woody Kinnomon, Etowah, Tennessee, are at William and Mary for their first year. The Indians will undoubtedly be built around Stan Magdziak, who was picked on the All-Southern Conference second team last year.

## WISCONSIN

The University of Wisconsin basketball squad of 1945-1946 will start the season with only three letter men from last fall and winter, but, as the season progresses, there is ample new material that may develop to help considerably. Coach Harold E. "Bud" Foster will have Eugene Mathews, diminutive forward from a year ago; Dick Bunke, another forward, who won a regular position midway in the season, and Kurt Grimm, who subbed at both forward and guard. Beside those veterans, three boys who played on the 1942 squad have returned from service, and are out for the team.



FOSTER

## WESTERN RESERVE

The opening of the 1945-1946 basketball season of the Western Reserve Red Cat team will be postponed from December 8 to January 12, due to the absence of Roy Clifford, Reserve basketball coach, and acting director of intercollegiate athletics, who is on leave of absence serving as consultant for the Army Service Forces in the Pacific. While he is gone, Stephen Bernardie, who played on Clifford's Collinwood High School teams for three years, and on his Reserve Red Cat squad of 1931, 1932, and 1933, will coach the Red Cats in practice.

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for NOVEMBER, 1945



## Defense Against The T (Continued from page 38)

stance, but often have the foot slightly back on the side the play is going. Line-backers and halves should keep a close eye on the quarterback, because the play starts with him. His first movements and position will tell them very much. On nine out of ten plays, when he moves first to his right the play develops in that direction.

I instruct our linemen and line-backers to watch closely the tenseness with which the offensive tackles and ends set up. If they are tense, the chances are strong that they are go-

ing to charge the near tackle and line-backer. Often, I ask line-backers to move slightly, after they have first taken a given position, to see if the eyes of the offensive tackle or end follow closely. If this happens, a line-backer may rest assured the play is coming into his side. If the tackles and ends are loose, and relaxed, and do not heed the slight movement, the chances are good that they are going downfield to block, and that the play is going into the other side of the line.

*THE Athletic Journal is glad to present another article by Forrest W. England. Following the publication of his article in the June 1944 issue on "The T Formation, Without A Man-In-Motion," Mr. England received more than 200 letters. And, from his article, in the October 1944 issue, on "The Flanker System of Football," he received a total of 1500 letters seeking additional information.*

I instruct our halves to focus split vision on the near end, and on the far-side tackle. Many T teams send their ends down constantly to block halves, even on strong-side plays. Thus, the halfback can not be assured that a pass is on, merely because the strong-side end is coming at him. If the far-side tackle has also moved downfield, he knows a pass can not be on, and he is free to move up quickly as possible. So, halves must watch, with split vision, the near end, and the far-side tackle.

As shown in Diagram 6, I like to cover the man in motion about halfway out, by using the near-side line-backer from a five-three-two-one de-

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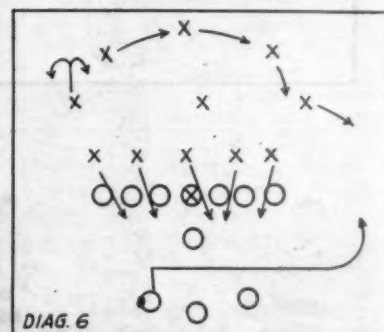
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fense. Of course, all man-in-motion teams also want to know with what man you attempt to cover their motion man, in order that they can hit the spot vacated with passes, or run in that area. To offset this man leaving his position slightly to cover, I ask the strong-side halfback to come up to take the place of the line-backer who is covering. The safety revolves, to take the area left by the strong-side half, while the weak-side half revolves back to the spot left by the safety. The far-side line-backer loosens a bit, by dropping toward the spot left by the weak-end halfback. He must keep on the alert for developments back to the weak side, as he is making his move. Since one back has gone in motion, this leaves only two men to whom the quarterback has a possibility of feeding for quick-opening plays into the line.

## Coach Analyzes Hockey

(Continued from Page 11)

level desired. All constructive elements in the individual, and in the team, must be appealed to. The participation of the coach in the scrimmage ensures a concentration, and a constant endeavor to master the fundamentals of the game. Playing with, and against his personnel, the mentor can force improvement on his boys, by continual suggestion, and constant probing into weaknesses. Every boy is an individual, and he will react differently to criticism, suggestion, praise and indulgence, as practiced by the coach. Thus, a psychological understanding of all types of boys is necessary for team progress, and for team morale.

There is yet another aspect of psychology which cannot be dissociated easily from skillful coaching. By sagacious, psychological approach, the team must be encouraged to accept no adverse verdict until the opposition can surpass its skill, determination, and physical and mental excellence. Often, a team which is "up" for a contest will defeat far more able opponents. Mental set is all-important in the game, or seasonal fortune of a team.

Another lesson we have learned is that a circumspective coach will invite constructive criticism from personnel. The boys must feel that the game is theirs. Suggestions must be invited—not dismissed in an arbitrary and brusque fashion. All ideas should be weighed with an eye to the origin, and the general utility of the proposals. Thus, the whole season can become one of pleasant co-operation between the coach and the boys. Not only will this be beneficial for squad morale, but it will encourage constructive qualities in the boys. Often, youngsters know each other better than the coach does, and they are in a position to offer proposals which are priceless for team morale. Only by stimulating the self-acceptance of responsibility, which is the very foundation of all democracy, as we know it, can the coach impart adequately an appreciation of the game to the boys who play it.

It is essential also, that the coach should inculcate a comprehension of hockey in the minds of his personnel. He must analyze his material carefully, and fit his game strategy, and tactics to its strengths. The boys must have an overall picture of the mentor's defensive and offensive strategy, and tactics. Only then can the partici-



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pants understand what a mental or physical lapse will do to the success of team effort. Such knowledge makes each player more responsible and reliable under fire, and less likely to throw more pressure on his teammates.

An intelligent coach does not impose pre-conceived notions of the game upon a squad totally or partially incapable of making the attack and defense function as outlined. Too often, we have witnessed coaches who,

after reading some supposedly authoritative book on the game, try to make offensive and defensive plays work with a personnel incapable of reproducing a reasonable facsimile of the originals. Sometimes, these coaches are authorities to extremity, or absurdity. There are certain fundamental bases for effective team play. When this fact is appreciated, and when personnel is analyzed and fitted to this synthesis intelligently, the coach may expect to realize his reward.



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\* Reg. U. S. Pat. Off.

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## from here and there . . .

(Continued from page 34)

would be inter-sectional or inter-state in nature. Justifiable benefit games, the association points out, should be arranged early enough to permit them to be played as regular games during the season.

\* \* \*

**F**OR a number of years, the "N" Club Scholarship Committee of the University of Nebraska has awarded trophies to those Nebraska high schools wherein the average grades of all first-team letter men exceeded the average grades of the entire student body. Competition is divided into four groups, based on the size of a school's student body.

\* \* \*

**T**HE Wisconsin Interscholastic Athletic Association conducted a rules examination for 172 football officials in October. As soon as the papers were graded and the results checked, each official received his examination paper, with the suggestion that he do some studying on the questions which he answered incorrectly. Only ten officials answered all questions correctly. Forty-two recorded grades between 80 and 90; twenty-

four scored between 70 and 80, while twenty-eight made grades of less than 70. A few fell below the 60 mark.

\* \* \*

**T**HE Minnesota State High School League advocates that schools and communities, as a part of their plan to support Living War Memorials, give careful consideration to more adequate outdoor recreational facilities. Minnesota has approximately 500 high schools, practically all of which sponsor basketball. However, only 70 per cent sponsor football, while other sports receive even less attention, due to lack of facilities. Baseball rates 47 per cent, as does track, while golf and tennis are at a 10 per cent level, with hockey at 6 per cent, and skiing 4 per cent.

\* \* \*

**L** T. CMDR. PAUL "TONY" HINKLE former athletic director at Great Lakes Naval Training Station has started his terminal leave before returning to his post as athletic director of Butler University. He had been in the Navy since 1942 and on South Pacific duty during the last year.

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# An Offense Against A Zone

(Continued from page 17)

which means that X1 or X3 must take O2. If X1 takes O2, O1 moves in toward the basket. O2 can then pass to O4. O4 can pass to O1 for a set-shot. That gives us our triangle, as shown in Diagram 2, and we have X1 caught in the middle, which is a definite offensive set-up, when X1 covers O2. If X3 should take O2, we would still have our triangle, formed by O2 O3 and O4.

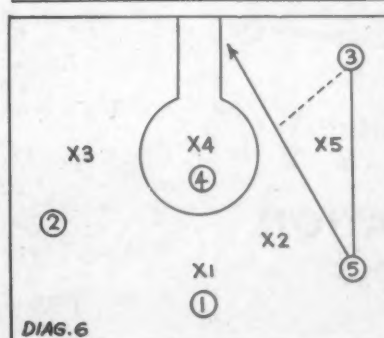
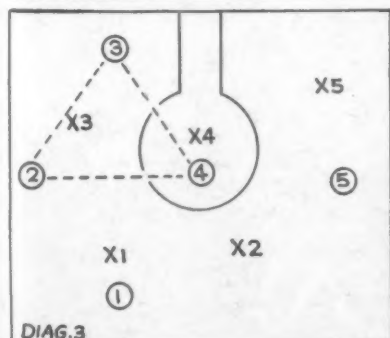
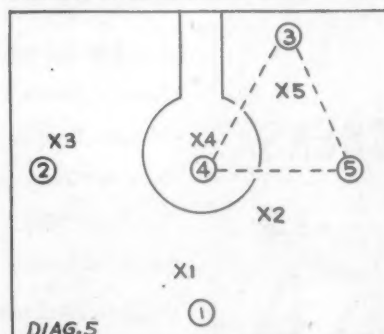
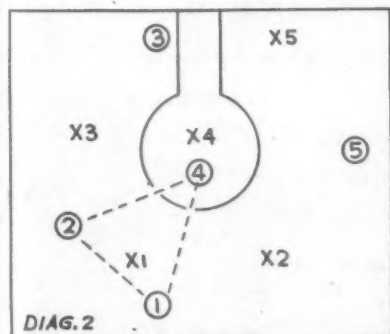
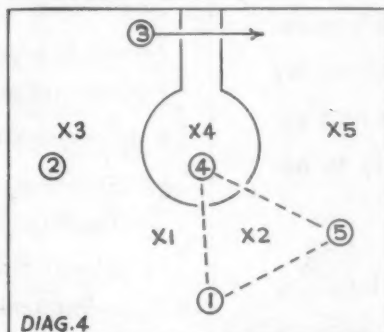
What we have, is a lasso, which we place into whatever position the defense takes. This time X3 is tied up, with a man in front of him, and a man in back of him, as shown in Diagram 3. If X2 drops back to play in front of O4, then O4 can pass out to O1, and O1 to O5, and O3 coming over behind X5, again gives us a triangle—this one between O4, O1 and O5, as shown in Diagram 4, catching X2. About this time, X2 and X5 are both going to make a play on O5, and, with O3 slipping in behind X5, we have another triangle, formed this time by O3, O4 and O5, and X5 is caught, as in Diagram 5.

Often, O3 goes deep in the corner, toward the side line, takes a pass from O5, and when X5 covers O3, O5 takes a cut for the basket, and receives a return pass from O3. This same set-up holds true when O3 is on either

side of the free-throw lane, forming a triangle between O2, O3, and O4, or O3, O4 and O5, as indicated by Diagram 6, and catching X5 again, if O3 pulls deep in the corner. When O3 is playing on the left side of the free-throw lane, he has the same option as in Diagram 6, with O2 cutting for the basket, and taking the return pass.

In defeating any zone defense, a coach must have good set-shots, and good ball-handlers, moving the ball fast enough to keep the zone on the move.

The good which another coach may obtain from this article is in either a successful application of the play to his own offensive planning, or an improvement which a partial application suggests to a present plan, already serving his team well.



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